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1915-16

UPPER IOWA UNIVERSITY

Bulletin

APRIL
1916

VOLUME
XVIII

NUMBER
II

Entered as Second Class Matter

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SEP 12 1916

THE CATALOGUE

1915 - 1916

FAYETTE, IOWA

UPPER IOWA UNIVERSITY
IN

NUMBER 2

GUE

A
ERSITY

Act of Congress

Upper Iowa University

Fayette, Iowa

The Home School

for

Northeastern Iowa

Enrollment begins Sept. 11, 1916
Recitations start Sept. 13

Write for catalogue to
C. P. Colegrove
President

DR. EASTMAN'S TRIBUTE TO U. I. U. PRESIDENT

The University of Minnesota,
Minneapolis. June 15.

President Chauncey P. Colegrove,
Dear Colegrove:—

Your letter addressed to me at Iowa City has just been forwarded to me here, and it anticipated a letter from me to you by about half a day. As I was on my way here Saturday I saw in the Des Moines Register, to my great delight, the announcement of your election to the presidency of U. I. U. I have charge of the Latin Department here for the summer session, which began last Monday, and so far I have been very busy getting settled and finding "where I am at," but I had it on my mind to write you this afternoon anyway.

I consider U. I. U. exceedingly fortunate, and I can not think that you have made any mistake at all.

I believe that U. I. U. has a mission and a future, as well as a past. It has a large field on the Iowa map and in the Methodist church from which to draw students. So far from being superfluous, this institution, as well as others of its

UPPER IOWA UNIVERSITY IN

kind, even from the fact of proximity,—from the fact of its being the "home school," attracts to the college work hundreds of young men and women who would otherwise never think of the higher education.

It has its history and its traditions, and it has a good alumni force to corroborate its work. It is capable of maintaining a faculty and equipment that will provide for a good, thoro baccalaureate course; and in the doing of this it will finely inspire many young men and women to larger service, both in the field of higher education, and in the world of life.

And everything points to you, good friend of mine, as just the man to guide it. I shall say to you only what I have said to many others. As an alumnus and a former member of the faculty your heart interests and your loyalty are there. Your broad and varied educational experience will be invaluable. Your wide reputation in the state and in the country at large will add prestige. Your rare power to attract and inspire young people will draw and hold students and will go far to create and assure a genuine "college spirit." Your exceptional ability in educational counsels, on the platform and in the pulpit, will all be tellingly felt; while your tried

NUMBER 2

GUE

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ERSITY

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administrative ability, cleanness of life and soundness of character, will gain and corroborate confidence in U. I U.

You will pardon me if I seem to have written this in rather direct, point-blank fashion. Anyway, it is square, and I am writing it, I will not say "right off the reel," but straight from the heart..

I sincerely believe, not only that the college is very fortunate, but that you personally have not made any mistake; and I heartily congratulate both you and U. I. U. My friendship would not allow me to write otherwise than sincerely, and if I felt that you had made a mistake I should frankly tell you so.

It is not going to be an easy road. I can foresee many difficulties and much hard work; but they have not "got anything" on your judgment and energy and enthusiasm and grit; and after all, what is life good for without things of that kind to get over?

So, old man, here's my very best for your success, prosperity and happiness in your new career.

Yours fraternally,

F. C. Eastman.

High School graduates may register in advance by sending their entrance credits to the President

Upper Iowa University Bulletin

VOLUME XVIII APRIL, 1916 NUMBER 2

Sixtieth Year

THE CATALOGUE

1915 - 1916

FAYETTE, IOWA

PUBLISHED BY THE UNIVERSITY

Entered as Second Class Matter Under Act of Congress of July 16, 1894

CALENDAR

1916

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Commencement, 1915-16—*June* 3-8.

Summer Session, 1916—*June* 12 *to August* 19.

First Semester, 1916-17—*September* 13.

Second Semester, 1916-17—*January* 30.

Commencement, 1916-17—*June* 2-7.

COLLEGE CALENDAR

Sixtieth Annual Commencement

1916.

JUNE 3, *Saturday.* Commencement of the School of Oratory at 8:00 p. m.

JUNE 4, *Sunday.* Love Feast. Dr. J. W. Dickman, presiding. All old students and Alumni gather at this hour for religious conference and fellowship at 9:00 a. m.

Academic Procession. Baccalaureate Sermon President Cooper preaches to the graduating class at 10:30 a. m.

Address before the Christian Associations at 4:00 p. m.

Academic Procession. College Sermon, at 8:00 p. m.

JUNE 5, *Monday.* Inter-Class contest for Silver Cup, 2:00 p. m.

Commencement of School of Music at 8:00 p. m.

JUNE 6, *Tuesday.* Final Chapel Services of the year, at 8:30 a. m.

Business Meeting of the Alumni Association, at 10:30 a. m.

Annual Meeting of the Board of Trustees at 10:30 a. m.

Fuller Prize Contest in Oratory, at 3:00 p. m.

Annual Meeting of the Ladies' Professofship Association, at 4:00 p. m.

College Lecture, at 8:00 p. m.

JUNE 7, *Wednesday.* Class Day Exercises, at 9:00 a. m.

College Luncheon, at 1:00 p. m.

Reception by the Literary Societies, 4:00 p. m. to 6:00 p. m.

Alumni Address, at 8:00 p. m.

Senior Farewell, at 9:00 p. m.

JUNE 8, *Thursday.* Sixtieth Annual Commencement, at 10:00 a. m.

JUNE 12, *Monday.* Summer Session begins.

AUGUST 19, *Saturday.* Summer Session ends.

SEPTEMBER 11-12, *Monday, Tuesday.* Enrollment for the First Semester.

SEPTEMBER 13, *Wednesday.* Matriculation Day Address at 10:00 a. m.
College Session begins.

NOV. 30 to DEC. 4, *Thursday to Monday.* Thanksgiving recess.

DECEMBER 22, *Friday.* College closes for the Christmas Holidays.

1917.

JANUARY 3, *Wednesday.* College Session resumes after the Christmas Recess.

JANUARY 24, 25, 26, *Wednesday, Thursday, Friday* Examinations of the First Semester.

JANUARY 27, 29, *Saturday and Monday.* Enrollment of new students for the Second Semester.

JANUARY 30, *Tuesday.* Second Semester begins.

FEBRUARY 22, *Thursday.* Washington's Birthday.

APRIL 6-11, Easter Recess.

MAY 30, *Wednesday.* Memorial Day. Afternoon Classes Suspended.

MAY 30-31,—JUNE 1, *Wednesday, Thursday, Friday.* Examinations of the Second Semester.

JUNE 2-7, SIXTY-FIRST ANNUAL COMMENCEMENT.

JUNE 11-AUGUST 18, SUMMER SESSION.

Board of Trustees

PRESIDENT ..... N. A. MERSHON
VICE-PRESIDENT ..... R. O. WOODARD
SECRETARY ..... CHARLES R. CARPENTER
TREASURER ..... HENRY F. BEYER
ASSISTANT TREASURER ..... JOHN W. DICKMAN

EX-OFFICIO:

RICHARD WATSON COOPER, D D., LITT. D.

TERM EXPIRES IN 1916

HENRY L. ADAMS, A. M., LL. B.,	*Des Moines*
JOSEPH F. CASS,	*Waterloo*
JOHN JAMISON,	*Oelwein*
CHRISTIAN MILLER,	*Clermont*
HENRY F. KLING, SC. D.	*Chicago, Ill*
GRANT M. BIGELOW, M. S.,	*New Hampton*
D. A. FOOTE, A. M., M. D.,	*Omaha, Neb.*
REV. W. G. CROWDER, D. D.,	*Dubuque*
E. H. HOYT, PH. B.,	*Manchester*
REV. W. F. SPRY,	*Waterloo*

TERM EXPIRES IN 1917

HORACE W. COOK, B. S., A. M., L L. B.,	*Chicago Ill.*
HENRY F. ARNOLD, A. M., LL. B . ,	*Manchester*
CHARLES R. CARPENTER,	*Fayette*
REV.FRANK M. ROBERTSON, D. D.,	*Pasadena, Cal.*
JAMES E. WAGNER, D. D.,	*Mason City*
JAMES D. PARKER, A. M., M. D.,	*Fayette*
CHARLES C. WOLF,	*Parkersburg*
SAM S. WRIGHT, PH. M., LL. B.,	*Cedar Rapids*
A. T. NIERLING,	*Waukon*
ROBERT B. RAINES,	*Independence*
FRED E. FINCH, B. S.	*Fayette*
REV. A. B. CURRAN, D. D.,	*Charles City*

TERM EXPIRES IN 1918

QUINTUS C. BABCOCK,	*Fayette*
HENRY F. BEYER,	*Edgewood*
HENRY C. CURTIS,	*Le Mars*
J. H. LUNEMANN,	*La Porte City*
REV. N. A. MERSHON, D. D.,	*New Hampton*
HON. W. I. ATKINSON,	*Clarksville*
MILO R. MALTBIE, A. M., PH. D.,	*New York City*
REV. F. W. COURT,	*Waterloo*
W. F. BAKER, A. M.,	*Decorah*
E. M. SHERMAN,	*Charles City*
R. O. WOODWARD,	*West Union*
DR. J. W. BISSELL,	*Waterloo*
O. W. STEVENSON,	*Fayette*

Committees of the Board

ENDOWMENT CUSTODIANS

FRANK CAMP, 1916 — GRANT M. BIGELOW, 1917
QUINTUS C. BABCOCK, 1918 — CHARLES G. SHADE, 1919
W. F. BAKER, 1920

EXECUTIVE COMMITTEE

CHRISTIAN MILLER (Chairman) — HENRY F. BEYER
CHAS. R. CARPENTER (Sec'y) — FRED E. FINCH
R. O. WOODARD — JOHN W. DICKMAN
N. A. MERSHON — GRANT M. BIGELOW

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R. B. RAINES — CHRISTIAN MILLER
JOHN W. DICKMAN — C. R. CARPENTER

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FRED E. FINCH — J. D. PARKER
W. F. BAKER

COMMITTEE ON DEGREES

J. W. BISSELL — H. W. COOK
A. B. CURRAN

COMMITTEE ON NOMINATIONS

R. O. WOODARD — JAMES E. WAGNER
N. A. MERSHON — R. B. RAINES
J. W. BISSELL

COMMITTEE ON ATHLETICS

R. O. WOODARD

COMMITTEE ON MINUTES OF EXECUTIVE COMMITTEE

F. E. FINCH

BILLS COMMITTEE

R. O. WOODARD — F. E. FINCH
C. R. CARPENTER

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President

JOHN WLLIAM BISSEL, A. M., D. D., LL. D.,
President Emeritus

JOHN WILLIAM DICKMAN, PH. M., A. M., SC. D.,
Dean of College
William Larrabee Prefessor of Sociology and Political Science

BENJAMIN FRANKLIN SIMONSON, A. M., LL. D.,
Professor of Mathematics
Secretary of Faculty

CHARLES DANIEL NEFF, A. M., MUS. D.,
Director of School of Music
Professor of Piano Forte and Harmony

SAMUEL WILLIAMSON COLLETT, SC. M.,
Alumni Professor of Biology, Curator of the Museum

ELIZABETH NICHOLS, A. M.,
John William and Emma Bissell, Professor of English

LAWRENCE ONCLEY, M. S.,
Professor of Chemistry and Physics

ELLSWORTH LOWRY, A. M.,
Director of School of Education
Professor of Education

MARGARET CONSTANCE, PH. B., B. E.,
Director of the School of Oratory

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Professor of History

HAROLD WRIGHT GILMER, A. M.,
Professor of Latin and Greek

JOSEPHINE W. RICHARDSON,
Professor of Household Economics,
Dean of Women

CARL ALBERT HELMECKE, A. B., A. M.,
Professor of German and French

JOHN WILLIS CRAIN, MUS. B.,
Professor of Voice Culture

CORA RUEGGENMEIER,
Instructor in German and English

LIZZIE C. HOLMES,
Librarian

STELLA HAAS NEFF,
Associate Professor in Piano Forte

JOHN EDWARD DORMAN, B. S., D. D. S.,
Director of Athletics

ADDITIONAL INSTRUCTORS

HUGH PARKER KENNETH PRESCOTT
Assistants in Chemistry

MAUD BASKERVILLE,
Assistant in Mathematics

F. W. GRAHAM
Superintendent of Buildings and Grounds

ELSIE E. BANDEKOW,
O. D. ADAMS,
Secretaries to the President

Standing Committees

The president is Ex-officio member of all committees

CURRICULUM
DICKMAN, SIMONSON, NEFF, COLLETT, LOWRY, HELMECKE, GILMER

REGISTRATION
LOWRY, SIMONSON, GILMER

CLASSIFICATION
LOWRY, DEAN AND SECRETARY

GRADUATE WORK
SIMONSON, COLLETT, NICHOLS

COLLEGE PUBLICATIONS
LOWRY, DICKMAN, HELMECKE

LIBRARY
MISS HOLMES (Librarian), PRESIDENT AND DEAN

ATHLETICS
ONCLEY AND GILMER

DISCIPLINE
PRESIDENT COOPER, DEAN DICKMAN, AND MISS RICHARDSON

RELIGIOUS WORK
DICKMAN, CRAIN, PASTOR OF M. E. CHURCH

PUBLIC CEREMONIES
DICKMAN, SIMONSON, COLLETT

SUMMER SESSION
LOWRY, AND THE CURRICULUM COMMITTEE

THE COLLEGE

JOHN WILLIAM DICKMAN, Sc. D., Dean

Terms of Admission

A student expecting to enter the College should send, previous to his coming, all credits from high school to Upper Iowa University, Registrar's Office, Fayette, Iowa. If coming from another college he should also enclose a letter of honorable dismissal from the President or Dean of that college. If it is inconvenient to send these credentials before coming he should, if possible, bring them with him.

Blank forms of application for Admission may be obtained from the President or Registrar. The certificate form supplied by the North Central Association of Colleges and Secondary Schools is the form used.

Candidates for admission to the Freshman class must be at least fifteen years of age, and must produce testimonials of good character.

ENTRANCE REQUIREMENTS

For unconditional admission to the Freshman Class of the College, candidates must offer a total of fifteen units from the following list:

English	Three units or four units.
Greek	Two or three units
Latin	Two or four units.
French	One or two units.
German	One or two units.
History	Two units.

Economics	One-half unit.
Civics	One-half unit.
Mathematics	Two and one-nalf or three units.
Drawing	One-half unit.
Physics	One unit.
Chemistry	One-unit.
Zoology	One unit.
Botany	One-half unit.
Physiography	One-half unit.
Physiology	One-half unit.

A "unit" means the equivalent of a single study pursued throughout the Academic year five times a week in recitation periods of not less than forty minutes.

Students will be admitted as conditional Freshmen upon the presentation of fourteen units from the above list. The deficiency must be made up during the first two years in College.

All candidates must offer:

English	Three units.
Mathematics	Two and one-half units.
Language	Two units.
History	One unit
Science	One unit.

Students deficient in more than one unit will be enrolled in the sub-collegiate department until the deficiency is provided for either by examination or by taking the subject or subjects in the sub-collegiate classes.

Definition of Units

MATHEMATICS

Two and one-half units are required of all candidates for admission to College, and three full units are preferred.

1. Algebra. Required. *One and one-half units.*

The one and one-half units of Algebra include the three semesters usually covered in the standard high schools.

In our own courses we divide this into two parts, the first year covering the elements of Algebra, including the simpler types of quadratic equations.

In this part of the work the emphasis is put upon the development of a clear understanding of and insight into the fundamental concept of Algebra and the mastery of the elementary operations employed. The second part is given during a half year after the student has taken the courses in Geometry, and includes a review and extension of the work in factoring, radicals, imaginaries and quadratics.

In this course the emphasis is more on the theoretical side of the subject, and on the broader generalizations, and the more difficult types of problems in radicals, the general theory of indices, equations in the quadratic form and equations involving quadratics.

II.	Plane Geometry.	Required	*One unit.*
III.	Solid Geometry.	Optional.	*One-half unit.*

ENGLISH

Three Units

Preparation in English has two main objects: (1) Command of correct and clear English, spoken and written; (2) Ability to read with accuracy, intelligence, and appreciation.

1. Grammar and Composition. The first object requires instruction in grammar and composition. English grammar should ordinarly be reviewed in the secondary school, and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writting, should be thoroughly mastered, and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge and studies other than English, as well

as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

II. Literature. The second object is sought by means of two lists of books, headed respectively Reading and Study, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud, and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors, whose works he reads, and with their place in literary history.

A. Reading. The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

*BOOKS PRESCRIBED FOR READING

For 1916 *and* 1917, *ten books, two selections from each group, except as otherwise provided under Group I.*

GROUP 1. CLASSICS IN TRANSLATION

The *Old Testament,* comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The *Odyssey, with the* omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad, with the* omission, if desired, of Books XI, XIII XIV, XV, XVII, XXI.

The *Æneid.*

The *Odyssey, Iliad,* and *Æneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

GROUP II. SHAKESPEARE

Midsummer Night's Dream	*Richard II*
Merchant of Venice	*Richard III*
As You Like It	*Henry V*
Twelfth Night	*Coriolanus*
The Tempest	*Julius Caesar*
Romeo and Juliet	*Macbeth*
King John	*Hamlet*

GROUP III. PROSE FICTION

Malory's *Morte d' Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress, Part I;* Swift's *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe's *Robinson Crusoe, Part I;* Goldsmith's *Vicar of Wakefield;* Frances Burney (Madame d' Arblay): *Evelina;* Scott's Novels, and one; Jane Austen's novels, any one; Maria Edgeworth's *Castle Rockrent,* or *The Absentee;* Dickens's Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell's *Cranford;* Kingsley's *Westward Ho!* or *Hereward the Wake;* Reade's *The Cloister and the Hearth;* Blackmore's *Lorna Doone;* Hughes's *Tom Brown's Schooldays;* Stevenson, any one of the novels which are out of copyright; Cooper's Novels, any one; Poe's *Selected Tales;* Hawthorne, any one of the novels which are out of copyright; a collection of short stories by various standard writers.

GROUP IV. ESSAYS, BIOGRAPHY, ETC.

Addison and Steele's *The Sir Roger de Coverley Papers,* or Selections from *The Tatler and The Spectator* (about 200 pages); Boswell's *Selection from the Life of Johnson* (about 200 pages); Franklin's Autobiography; Irving, Selections from the Sketch Book (about 200 pages), or *The Life of Goldsmith;* Southey's *Life of Nelson;* Lamb's Selections from the *Essays of Elia* (about 100 pages); Lockhart's Selections from *The Life of Scott* (about 200 pages); Thackerary's Lectures on Swift, Addison, and Steele in the English Humorists; Macaulay, one of the following essays: *Lord Clive, Warren Hastings, Milton,*

Addison, Goldsmith, Frederick the Great, Madame d' Arblay; Trevelyan, Selection from *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies*, or Selections (about 150 pages); Dana's *Two Years Before the Mast;* Lincoln, Selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail;* Thoreau's *Walden;* Lowell's Selected Essays (about 150 pages); Holmes' *The Autocrat of the Breakfast Table;* Stevenson's *Inland Voyage* and *Travels with a Donkey;* Huxley's Antobiography and selections from Lay Sermons, including the addresses on *Improving Natural Knowledge, A Liberal Education* and *A Piece of Chalk;* a collection of Essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

GROUP V. POETRY

Palgrave's *Golden Treasury* (*First Series*): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury* (*First Series*: Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith's *The Traveller and The Deserted Village;* Pope's *The Rape of the Lock;* a collection of English and Scottish Ballads, as, for example, Robin Hood ballads, *The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens*, and a selection from later ballads; Coleridge's *The Ancient Mariner, Christabel*, and *Kubla Khan;* Byron's *Childe Harold, Canto III*, or *Canto IV*, and *Canto IV*, and *Prisoner of Chillon;* Scott's *The Lady of the Lake, or Marmion;* Macaulay's *The Lays of Ancient Rome, the Battle of Naseby, The Armada, Ivry;* Tennyson's *The Princess*, or *Gareth and Lynette, Lancelot and Elaine*, and *Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up a Villa—Down in the City, The Italian in England, The Patriot, "De Gustibus—" The Pied Piper, Instans Tyrannus;* Arnold's *Sohrab and Rustum* and *The Forsaken Merman;* selections from American Poetry with special attention to Poe, Lowell, Longfellow, and Whittier.

B. STUDY. This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exacting meaning of words and phrases, and the understanding of allusions.

The books provided for study are arranged in four groups, *from each of which one selection is to be made.*

GROUP I DRAMA

Shakespeare's *Julius Caesar, Macbeth, Hamlet.*

GROUP II. POETRY

Milton's *L'Allegro, Il Penserso,* and either *Comus* or *Lycidas;* Tennyson's *The Coming of Arthur, The Holy Grail,* and *The Passing of Arthur;* the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (*First Series*).

GROUP III. ORATORY

Burke's Speech on Conciliation with America; Macaulay's Speech on Copyright, and Lincoln's Speech at Cooper Union; Washington's Farewell Address and Webster's First Bunker Hill Oration.

GROUP IV. ESSAYS

Carlyle's *Essay on Burns,* with Selections from Burns's Poems; Maucaulay's *Life of Johnson;* Emerson's *Essay on Manners.*

HISTORY

The candidate may present any of the following units:

I. Ancient History and the early middle ages, to the death of Charlemagne. *One unit.*

II. Modern European History, from the death of Charlemagne to the present time. *One unit.*

III. English History. *One unit.*

IV. American History and Civil Government. *One unit.*

This outline of admission credits in history is the standard one of all colleges in the United States. It is in accord with the report of the Committee of Seven of the American Historical Association and with the Syllabus of History for Secondary Schools of the New England History Teachers' Association. It is to be preferred to any other outline. In accordance with this plan the work in English History must be done in connection with a good reference library in history, with extensive collateral readings, and American History should include both the collateral readings and a study of civics. Otherwise credit for either course will be one-half unit. American History must be taken taken in High School and in advance of Eighth grade work.

LATIN

Four Units

I. Beginner's Latin Book, completed. Easy reading; 20 to 30 pages of consecutive text.

II. First four books of Cæsar, or the equivalent thereof. Prose Composition at least one period a week throughout the year.

III. Seven Orations of Cicero, unless Manilian Law be included, in which case only six will be required. Prose composition.

IV. Virgil's *Æneid*, six books or the equivalent. Prosody and Roman Mythology.

GERMAN

One or Two Units

I. Grammar, composition and reading of at least 100 pages of text, as: Seligmann's *Altes und Neues,* Bacon's *Im Vaterland,* Storm's *Immensee* or equivalents.

II. Reading of at least 500 pages of text. Review of grammar. Composition at least one period a week. Ability to speak and translate at sight easy German.

FRENCH

One or Two Units

I. Rudiments of grammar. Pronunciation. Ability to read fluently and correctly. Reading at least 100 pages of text.

II. Review of grammar. Reading of at least 600 to 800 pages of text.

BOTANY

One-half Unit

This should include the elements of plant structure and physiology, and ecology as treated in the more recent elementary texts. The work on plant structure and physiology should comprise studies of the root, stem, and leaves of higher plants; the structure and germination of seeds, and types of the lower plants. This work should be supplemented by field work with attention to ecology. A practical knowledge of plant analysis is most desirable. Field and laboratory work should occupy at least one-half the time allotted to the course. In case a full unit is offered, its acceptance will be conditioned upon the quantity and quality of the work.

ZOOLOGY

One-half Unit

The work presented in Zoology should consist of field and laboratory work in addition to the study of some of the more recent elementary texts. Representatives of the chief divisions of the animal kingdom should be studied in the laboratory.

PHYSIOLOGY

One-half Unit

The work in Physiology should be based upon a text-book which is the equivatent of Martin's *Human Body* (briefer course). Dissection of a vertebrate and general laboratory work are desirable.

PHYSICS

One Unit

Students presenting Physics as an entrance unit should include in their preparation both text-book and laboratory work, The text-books of Millikan and Gale, Carhart and Chute, or Hoadley are recommended. The laboratory work should include at least 30 experiments representative of the different departments of Physics and involving careful measurements, and the candidate must present his original note-book containing full records of the experiments.

CHEMISTRY

One Unit

Students presenting Chemistry as an entrance unit should have had a thorough course in General Chemistry, including both recitations and laboratory work throughout the year. The ground covered should be essentially that of the best elementary text-books on general chemistry, such as Remsen's *Briefer Course*. The laboratory work should include at least fifty experiments, and the laboratory note-book should be presented when the application for credit is made.

PHYSICAL GEOGRAPHY

One-half Unit or One Unit

In Physical Geography such knowledge of the subject is required as many be gained from a study of such text-books as Tarr, Davis, Gilbert and Brigham, Dryer. The time devoted to

the study must have been at least the equivalent of four days a week for eighteen weeks.

For an entire unit's credit, the time devoted to the study must have been at least the equivalent of four hours a week for 36 weeks. The course must include individual laboratory work on the part of the student, field work, and map work. The laboratory work should be the equivalent of one or two periods per week, and the student should present his original note-books and maps when the application for credit is made.

DRAWING, MANUAL TRAINING, COMMERCIAL STUDIES

Credit may be given in Drawing (*one-half unit*), Manual Training (*one unit*) and Commercial Studies: Bookkeeping (*one-half unit*) Stenography and Typewriting (*one unit*), if the work be sufficient in quality and amount to warrant credit. The Manual Training must include both theory and practice of joining, turning and pattern making. No credit is given for stenography without typewriting, or typewriting without stenography.

Credit will be given in Domestic Science and Agriculture from approved high schools or departments in accord with the character and amount of work offered. The definition given by the North Central Association of Colleges and Secondary Schools will serve as a guide. The work must be thoroughly done in schools with standard equipment.

Admission by Certificate

Admission to College may be by certificate from:

1. Schools upon the accredited list of the North Central Association of Colleges and Secondary Schools, or upon the accredited list of other similar associations.

2. Schools not upon the accredited lists but whose course of study, faculty and equipment prove, upon inspection, to meet the standards of the Association.

3. Schools in Iowa upon the accredited list of Secondary Schools of Iowa.

4. Schools in neighboring states upon the accredited lists of those states.

Students coming from all such schools as graduates thereof will be granted unconditional admission to the Freshmen class of the College.

Students coming from other than accredited schools will be classified in accordance with the quality and amount of secondary school work which they have completed. Any such work should accord, in quality and amount, with the description of admission units given above.

For list of Accredited Schools in Iowa see pages 98-100.

Credit in College for work done in Accredited Secondary Schools may be obtained on condition.

1. That the work offered for college credit is in addition o the fifteen units of secondary work required for entrance.

2. That it is the equivalent of a unit (one full year) of work in the study in which credit is asked.

3. That, in the languages, sciences, and mathematics, the student is able to enter and continue in the advanced classes in the department where credit is given.

Advanced Standing

Students coming from another college and seeking advanced standing must present a letter of honorable dismissal, and a record of the work done and the amount of credit received for it. If the work has been in a college of equal grade, it is accepted without further examination. To students from other colleges the credit to be given will depend upon the character and amount of the work done.

The Bachelor's degree will not be conferred save upon students who have spent at least one year in residence at Upper Iowa University.

Degrees

In accordance with a vote of the faculty in March, 1910, the following degrees will henceforth be conferred by the University in course: Bachelor of Arts (B. A.), Bachelor of Science (B. S.), Master of Arts (M. A.).

The Bachelor's Degree. By action of the Faculty on March 10, 1910, it was decided, "That henceforth the Upper Iowa University will confer the degree of Bachelor of Arts upon all graduates of the College of Liberal Arts and Sciences, provided that the degree of Bachelor of Science may be conferred on students doing major work in the sciences, if they so elect."

The Master's Degree. The degree of Master of Arts will be conferred upon graduates of Upper Iowa University, or of other colleges of recognized standing, at the satisfactory conclusion of an approved course of advanced study pursued during one year in residence."

Bachelor of Music. The degree of Bachelor of Music is given after two years of advanced work in Music. See School of Music, pages 59 and 60.

Graduate Work

All graduate work is under the direction of the heads of the departments in which the work is taken, subject to the general supervision and regulations of the Committee on Graduate Work of the Faculty. The following regulations are in force:

1. The principle of specialization is recognized in the graduate work, and the aim is directed toward the attainment of proficiency in a particular line of study. The candidate may pursue one subject only, or he may pursue two related subjects, provided he have adequate undergraduate preparation in each of them. The details of the courses to be pursued by any candidate are arranged between the candidate and the heads of departments in which his work is taken, with the approval of the faculty thereupon.

2. The candidate's proficiency will be tested by examination in both his major and minor subjects and by a thesis in his major subject.

3. The regular semester tuitions will be charged, and a diploma fee of ten dollars will be due at the completion of the course.

All inquiries concerning graduate work should be addressed to Professor B. F. Simonson, Chairman of Committee on Graduate Work.

COURSES OF STUDY

Choice of Studies

The following rules governing the choice of electives apply to all students entering in 1912 and to subsequent classes:

1. Every student is required to present 120 semester hours of work for graduation from the College.

2. Before graduating from the College of Liberal Arts, all students must have completed at least five years of foreign language, three years of which must be in some one language. Students who have met this requirement before entering College will be free to elect or not elect the foreign languages; those who enter College with only two years of foreign language must, therefore, elect three years of foreign language in College.

3. All students intending to teach and wishing to secure, upon graduation, a five-year state certificate in Iowa must have completed fourteen semester hours of work in the Department of Education (see page 29) and six semester hours in General Psychology. According to a ruling of the State Board of Educational Examiners, these fourteen semester hours may include History and Philosophy.

4. The courses open to Freshmen are as follows:

Education 2, 4, or 6 hours.

Chemistry	4 hours.	English	4 hours.
Botany	4 hours.	Latin	4 hours.
Mathematics	4 hours.	Greek	4 hours.
History	2 hours.	German	4 hours.
Oratory	2 hours.	French	4 hours.

All Freshman are required to take the course in Rhetoric, two hours per week, throughout the year. *See page 31.*

5. At the opening of the Sophomore year, every student will be asked to present to the faculty an outline of his work for the next three years. Such a plan for his college work may be changed at any time during the subsequent period of his courses, but the plan must remain on file in the Register's office and should be changed whenever the student thinks it desirable to modify his course. A student, in prefacing such plan for his work, should consult the Head of the Department in which he is doing the major part of his work.

6. For the purpose of distribution of studies all the courses open to undergraduates are divided among the following four general groups:

I. Language, Literature.
   (a) Ancient Languages and Literatures.
   (b) Modern Languages and Literatures.

II. Natural Sciences.
   (a) Physics, Chemistry, Geology.
   (b) Botany, Zoology.

III. History, Political and Social Sciences.
   (a) History.
   (b) Politics, Economics, Sociology.

IV. Philosophy and Mathematics.
   (a) Philosophy, Psychology, Religion.
   (b) Mathematics, Astronomy.

In the application of the following regulations concerning the distribution of studies among the four groups, the required work in Freshmen English (as noted in 4), and the work in Education required of all students intending to teach (as noted in 3) are not counted in satisfying Rule 8 but are counted in the application of Rule 7.

7. Every student must complete at least 32 semester hours in some one of these groups, 24 semester hours of which must be in some one department unless that department be Latin or German. If his major work be in Latin, 20 semester hours must be completed in College in addition to the 4 units of preparatory work. If his major work be in German, four years of college work must be completed for the major unless the student

enters College with two units of German, in which case his major will include three years of work in the German department.

8. Every student shall distribute at least 40 semester hours of work among the three general groups in which his chief work does not lie, and he shall take in each group not less than 8 hours, and not less than 20 hours in any two groups. In Group II, the student must offer one full year of work in Chemistry, Botany, Zoology or Physics.

The above rules governing the choice of studies are made necessary by the fact that all distinctions in courses—Scientific, Latin-Scientific and Classical—disappeared when the Faculty voted to confer the degree of Bachelor of Arts upon all approved candidates completing the required number of units in College. Courses in the various departments, and these rules governing the choice of studies, are formulated on two widely-accepted pedagogical principles: (1) That every student, before graduation, should have attained intellectual mastery in at least one department of study, in which department he should elect four years of continuous work, and (2) that all students attaining a college degree should have a working knowledge of each of the four groups. In the freshmen year the student should, as a rule, elect in each of the four groups. For the average student, the same holds true for the sophomore year. Concentration naturally belongs to the junior and senior years, and should be reserved for those years by all students, save those who find it necessary to make a vocational grouping earlier.

VOCATIONAL GROUPS

There are more than 120 courses offered in the following pages, aggregating 376 semester hours of work in ten college departments, beside the special departments of Music and Oratory. Of these, the student takes 120 semester hours covering, on the average, about 40 semester courses before graduation. Here is, therefore, a large freedom of choice, and students may, and do, shape their college work toward some definite professional or vocational end. This can be done only through a wise choice of elective studies. Every student must remember that a broad and sound intellectual attainment is for him the prime requisite for his most successful and most satisfying career in any profession

or vocation. As a guide, we suggest the following elective groups having vocational significance.

AGRICULTURE.

General Botany, Fungous Diseases of Plants, Bacteriology, Plant Physiology, Ecology, General Zoology, Animal Physiology, Embryology, General Chemistry, Organic Chemistry, Agricultural Chemical Analysis, General Physics, General Geology, Land Surveying and Trigonometry, Sociology, Labor Problems, History of the West, Rhetoric, Literary Masterpieces, American Literature, Debate.

BUSINESS.

Political Economy, Sociology, Science of Finance, Financial History, Labor Problems, Economic Problems, International Law, Constitutional Law, History of the West, German or French, General Chemistry, General Physics, General Botany, General Zoology, English.

EDUCATION.

The courses included in the Department of Education are designed to offer the special technical education required of teachers in our secondary schools. Those who wish to fit themselves for teaching in some special department, as in Latin, German, Mathematics, English, or the sciences should, of course, do major work in these departments and then should elect such courses as History of Education, History of Education in the United States, Principles of Education, Philosophy of Education, Ethics, Psychology, Educational Psychology, Psychology of Religion, Philosphy and Secondary School Methods. Those preparing to teach Secondary School work should so elect their work as to make desirable combinations for High School work. Perhaps the greatest demand at the present time is for teachers of Science, Latin, German, and English. It is well for the scientist to know the chemistry of agriculture, the chemistry of foods and the bacteriology of the farm. The student of Latin should also have German and English; the student of English should be a master of his subject and be thoroughly prepared in one other language; the students in German can usually make good combinations with Mathematics, English or Latin. Prospective teachers should also remember that a knowledge of and proficiency in Oratory and Debating, Music and various forms of athletics are universally desirable qualifications.

ENGINEERING.

Trigonometry and Surveying, College Algebra, Differential Calculus, Integral Calculus, Astronomy, Anaylytics, Physics, General Chemistry, French (2 years), German (2 years), and English.

JOURNALISM.

Rhetoric, Literary Masterpieces, The Novel, The Essay, Short Story, American Literature, Contemporary Drama, Victorian Poetry, Interpretation of Literature and Art, Modern European History, The American Revolution, History of the West, Constitutional Law, International Law, Political Economy, Sociology, Financial History, Labor Problems, Economic Problems, Diplomatic History of the United States, French, German.

LAW.

Medieval History, Modern European History, Roman History, English History, Political Parties, History of the West, Diplomatic History of the United States, International Law, Constitutional Law, Political Economy, Sociology, Science of Finance, American Commonwealth, Argumentation and Debate, Oratory, French, German and Latin, Rhetoric and American Literature.

MEDICINE.

General Botany, General Zoology, Bacteriology, Animal Physiology, Embryology, Comparative Anatomy of Vertebraetes, General Physics, General Chemistry, Quantitative Analysis, Organic Chemistry, French, German.

MINISTRY.

Greek, Latin, Argumentation and Debate, Literary Masterpieces, The Novel, Victorian Poetry, Interpretation of Literature and Art, Shakespeare, American Literature, Oratory, Ethics, History of Philosophy, Psychology, Psychology of Religion, Theism, Biblical Literature, Church History, Roman History, Greek History, Political Economy, Sociology, Labor Problems, American Revolution, History of the West, Political Parties, General Botany, General Zoology, General Geology, German.

DEPARTMENTS OF STUDY

The courses in the College of Liberal Arts are arranged under the following departments and in the following order:

Botany, page 26.
Chemistry, page 27.
Debate, page 28.
Education, page 29.
English Literature, page 31.
French, page 34.
Geology, page 34.
German, page 35.
Greek, page 37.
History, page 39.
Household Economics, page 41.
Latin, page 41.
Mathematics, page 44.
Philosophy, page 46.
Physics, page 47.
Political and Social Science, page 47.
Psychology, page 50.
Religion, page 50.
Zoology, page 52.

Botany

PROFESSOR COLLETT.

I. GENERAL BOTANY.

This course is so designed as to give the student such a knowledge of the various phases of botanical science as will enable him to pursue successfully more advanced courses, and at the same time to meet the requirements of those who wish only a general knowledge of the science. The subjects taken up are:

(a) Plant Physiology—The plant is studied as a living object, special attention being given to the nature and work of protoplasm, the nature and source of food, the metabolic processes and the phenomena of growth.

(b) Morphology—A series of plants representing all the chief groups from the Algae and Fungi to the Spermatophyta are studied, especially with reference to the development from the simpler to the more complex forms. These types are so chosen that in addition to illustrated morphological development they will at the same time familiarize the student with the flora surrounding him. Special attention is given to the green Algae, the Bacteria and parasitic Fungi during the first semester, while the Bryophyta, Pteridophyta and Spermatophyta are studied the second semester. This work closes with a comparative study of plant tissues and organs.

Open to Freshmen, throughout the year 4 *hours.*

II. PLANT PHYSIOLOGY.

Recitations and laboratory work on tissues and tissue sytems in relation to their particular functions. Experimental work on the living plant.

First semester 4 *hours.*

III. ECOLOGY.

Adaptation of the plant to its environment and its relatives. The functions of the various parts of the plant are studied with special reference to their environment and the influence of the latter upon the plant as a whole. In order that a better understanding of these relations be secured, work will be carried on as much as possible in the field.

Second semester. 3 *hours.*

IV. FUNGOUS DISEASES OF PLANTS.

A critical study of the more common diseases due to fungi, with special reference to those affecting field, orchard and garden crops. Culture of available forms will be carried on in the laboratory. The common methods of combating the same will be considered.

First semester 2 *hours.*

Chemistry

PROFESSOR ONCLEY.

I. GENERAL CHEMISTRY.

This course, which is open to all college students, includes two classroom periods per week, and two laboratory periods per week throughout both semesters of the college year. It is designed both to meet the needs of those that devote but one year to the study of chemistry and also to serve as a suitable basis for future work in the case of students who pursue the subject further. During the first semester, the work deals with the general principles of the science and a study of non-metallic elements. Considerable attention is also given to the theory of electrolytic dissociation.

The work of the second semester is devoted mainly to a study of the metallic elements and their compounds in connection with the periodic law and an introduction to the principles of qualitative analysis.

Open to Freshmen.

Prerequisite for all other courses in Chemistry.

First and second semesters. *4 hours.*

II. QUALITATIVE ANALYSIS.

The work in this course begins with a laboratory investigation of solubilities of different salts of the metals. On the basis of these solubilities, the metals are "grouped," and these groups studied as to their details and their relations to each other. The analytical work consists first of solutions containing metals of one or more groups, and, after a preliminary study of the acid radicals and their reactions, takes up analysis of solids; including mixtures of increasing complexity.

Prerequisite Chemistry I.

First semester. *4 hours.*

III. ORGANIC CHEMISTRY.

This course is an introduction to the compounds of carbon, aiming to acquaint the student with the various classes; and also to acquaint him with laboratory methods in the preparation, separation, and purification of such compounds.

Prerequisite Chemistry I.

Second semester. *5 hours.*

IV. QUANTITATIVE ANALYSIS.

This course aims both to familiarize the student with the fundamental principles of gravimetric and volumetric analysis, and to lead him to acquire at least a measure of manipulative skill in the applica-

tion of these principles as exemplified in the making of various determinations and also some complete analyses, these including both such as are of special theoretical significance and also some that are especially of technical importance.

Prerequisites Chemistry I. and II.
First and second semester. *4 hours each.*

V. AGRICULTURAL CHEMICALS ANALYSIS (Quantitative.)

This course is largely a "laboratory course," dealing with the fundamental methods of Agricultural Analysis as carried out in the American Experiment Stations, and as exemplified by a few typical examples such as analysis of dairy products, of feeding materials, of fertilizers and of soils.

Prerequisite Chemistry III.
Second semester. *4 hours.*

Debate and Public Speaking

MARGARET CONSTANCE

Courses in Debate and Public Speaking are in charge of the Department of Oratory. For tuition charges for these courses, see pages 67-71.

PRACTICAL PUBLIC SPEAKING.

(A). Offers the maximum of practical training with the minimum of theory through the analysis and interpretation of great orations and actual practice in their oral presentation.
First semester. *2 hours.*

Presents a thorough study of the principles involved in the construction of the oration, including critical analysis—a preparation of subject matter, phychological aspects—personality—the relation between speaker and auditor, etc. Practical work is required in the preparation of speeches of welcome, eulogy, and farewell—addresses for public and political occasions—addresses upon social and economic problems—after-dinner speeches, etc. In addition, one original oration of not less than one thousand nor more than fifteen hundred words is required.
Second semester. *2 hours.*

ARGUMENTATION AND DEBATING.

These courses aim to cultivate the power to think clearly, methodically, and logically; to form quickly effective ideas, and to present them in a convincing manner; in brief, to make plain and usable to the student the science of debating.

(A). Principles of Argumentation and Brief Drawing.

Presents a throrough study of the principles of argumentation and debating, and actual training in the preparation of briefs for debate upon assigned subjects.

First semester. *2 hours.*

(B). The Technique of Debating.

A continuation of Course (A). Deals with the technique of debating—the marshalling of evidence—the consideration of the admissibiltiy and worth of various kinds of evidence—inductive and deductive argument—fallacies—principles and qualities of styte—persuasion—arousing the emotions—appealing to the intellect—platform deportment. Instruction is gained through actual classroom debates upon current problems.

Second semester. *2 hours.*

Education

PROF. LOWRY, PROF. COLLETT, MISS RICHARDSON, MISS. CONSTANCE.

I. PRINCIPLES OF EDUCATION.

A study of the learning process and of the teaching process in the light of modern Psychology. Texts: Dewey: *How We Think* and Thorndike: *Principles of Teaching.*

Prerequisite: Psychology.

Second semester. *3 hours.*

II. RURAL EDUCATION.

The Principles of Education applied to the Rural Life Problems, —Rural Hygiene, Rural Ethics, Rural Economics, Modern Tendencies in Rural Life and in Rural Education.

First semester. *2 hours.*

III. EDUCATIONAL SOCIOLOGY.

A study of educational progress and of the present educational status in the light of Sociology and Social Psychology.

Texts: King: Education for Social Efficiency. Betts: Social Principle in Education.

Second semester. *2 hours.*

IV. HISTORY OF EDUCATION.

A general view of the development of education, theory and practice from the dawn of history to the present. This will be a rapid reading course that one may get a view of the entire field.

Text: Graves: Students, History of Education.

First semester. *2 hours.*

V. HISTORY OF EDUCATION.

A study of modern educational theory and practice in the light of the past. Modern problems will be studied in their historical setting.

Study of Spencer's Education.
Rousean's Emile.
Pestalozzi's Gertrude and Leonard.
Dewey's Schools of Tomorrow.

Second semester. *2 hours.*

VI. SPECIAL METHODS.

(See various departments.)

VII. SECONDARY EDUCATION. Organization and Administration.

A study of the organization and the curriculum of the high school, and of the most approved modern methods in each of the high school subjects.

Texts: Johnson: Modern High School.
Munroe: Secondary Education.
Juniors and Seniors.
First semester. *3 hours.*

VIII. SECONDARY EDUCATION. Method.

General and special method applied to the High School, and to High School subjects.

Texts: Parker: Method in the High School.
Judd: Psychology of High School Subjects.
Seniors.
Second semester. *3 hours.*

IX. HISTORY OF PHILOSOPHY.

(See Philosophy Department.)

X. SCHOOL ADMINISTRATION.

Modern methods of organizing and supervising schools. Various methods of organization, the modernized curriculum, present status of pupils, testing results, election of teachers, efficiency of teachers, relation to superintendents, school officials, etc.

Text: Strayer and Thorndike.
Juniors and Seniors.
First semester. *3 hours.*

XI. SCHOOL SUPERVISION.

Methods and practice in supervising study, the recitation, and play, from the point of view of the superintendent, the principal and teacher.

Juniors and Seniors.
Second semester. *3 hours.*

XII. STORY TELLING.

(A). How to tell stories to children and practice in telling stories. Given in Department of Oratory.

Normal students only.

First semester. *2 hours.*

(B). Adaptation of the story for older people. Emphasis put on the selection and delivery of stories in speeches. Practical work in re-telling stories of opera, short stories and novels of note.

Second semester. *2 hours.*

XIII. SCHOOL AND HOME SANITATION AND DECORATION.

Training in artistic taste in decorating the school and the home, and in intelligent care in preserving healthful conditions.

Given in Domestic Science Department.

Normal students only.

First semester. *2 hours.*

XIV. SCHOOL HYGIENE.

This is a thorough and systematic study of school architecture; the situation, heating, lighting, seating, ventilation and sanitation of school-houses; the hygiene of study and instruction; fatigue; children's diseases; inspection and the treatment of defectives; emergencies.

Given in Biology Department.

Open to Freshmen.

Summer school. *2 hours.*

XV. OBSERVATION AND PRACTICE TEACHING.

Students who elect this course will either assist grade teachers one hour per day four days each week, or else observe teaching in the grades two days and recitation one day.

Normal students only.

Second semester. *2 hours.*

English Language and Literature

PROFESSOR NICHOLS AND MISS RUEGGENMEIER

*I. RHETORIC.

A review of rhetorical theory and the analysis of prose selections. Special study of the paragraph. Papers in description, narration, exposition and argumentation.

Required of Freshmen.

Throughout the year. *2 hours.*

*All freshmen will be assigned to this course. At the close of the first month, those whose work is notably deficient in regard to spelling, punctuation and knowledge of grammar will be required to take one hour per week of additional work in review until, in the judgment of the instructor, the deficiency is removed.

II. LITERARY MASTERPIECES.

This course is planned to give opportunity for the study of representative classics of the following types: The Shakespearean drama, the modern drama, the novel, the short story, the narrative poem, the lyric.

Elective for Freshmen.

Throughout the year. *2 hours.*

III. THE AGE OF ROMANTICISM.

Cowper, Burns, Scott, Wordsworth, Coloridge, Byron, Shelly, Keats, and Moore are read; the influence of the French Revolution, the attitude of these poets toward nature, their love for the picturesque, and their manner of expression, are some of the points taken up for discussion.

First semester, 1916-17. *3 hours.*

Not given in 1917-18.

IV. SHAKESPEARE'S HISTORICAL PLAYS.

This course is designed as an introduction to the study of Shakespeare and includes a consideration both of the historical plays and of the Elizabethan age.

First semester, 1916-17. *2 hours.*

Not given in 1917-18.

V. CONTEMPORARY DRAMA.

A brief review of the drama from Sheridan to Bulwer-Lytton will be followed by closer study of the principal nineteenth century dramatists, with attention to continental influences. Ibsen, Rostand, Maeterlinck, Pinero, Jones, Yeats, Phillips, and others will be studied and an attempt will be made to discover the present tendencies of the drama.

Second semester, 1916-17. *3 hours.*

Not given in 1917-18.

VI. RECENT ENGLISH PROSE.

Modern thought in English writers; studies in Macaulay, Carlyle, Ruskin, Newman, Arnold, Stevenson, and Chesterton. Text and outside reading.

Second semester, 1916-17. *3 hours.*

Not given in 1917-18.

VII. NARRATIVE POETRY.

The Prologue and three of Chaucer's Canterbury Tales will be read. The more notable fifteenth century ballads will be studied together with the modern literary ballads of Tennyson, Longfellow, and others. The epic will be represented by selections from Milton's Paradise Lost.

First semester, 1917-18. *3 hours.*

Not given in 1916-17. Senior-Junior elective.

VIII. THE SHORT STORY.

An endeavor is made to place the short-story, and a close study of its distinguishing characteristics is undertaken with this purpose in view.The writing of an original short story is urged, though not required.

First semester, 1917-18. *2 hours.*

Not given in 1916-17.

IX. THE NOVEL.

The novel is studied with respect both to its historical development and to its structure, scope, and influence as a literary genre. Scott, Thackeray, Eliot, Dickens, Meredith, Hardy, Hawthorne, and several contemporary novelists are read. Entrance by permission.

Second semester, 1917-18. *3 hours.*

Not given in 1916-17.

X. AMERICAN LITERATURE.

The aim of this course will be to discover, from a comparison of American fiction, orations, essays, and poems of varying date, the developments which have taken place in the American home, in American education, the pulpit, press, stage, industry, and social usage.

Second semester, 1917-18. *2 hours.*

Not given in 1916-17.

XI. THE LITERATURE OF THE ENGLISH RENAISSANCE.

After some account of the national awakening under the Tudors, detailed studies in Elizabethan letters are made as follows: The drama of Marlowe, lyric poetry, the Elizabethan pamphlet of Greene and Lodge, the sonnet cycles, Spencer's Fairie Queene, and Bacon's Essays.

First semester, 1916-17. *3 hours.*

Not given in 1917-18. Senior-Junior elective.

XII. SHAKESPEARE, (ADVANCED COURSE).

A close study of about seven of the plays of Shakespeare and reading of several additional plays. Open class discussion to bring out dramatic qualities, with special stress on ethical and univeral elements of the works. This work is supplemented by lectures on the theatres, stage customs, dramatic ideals, and social conditions of Elizabethan London, as they bore upon the life and work of Shakespeare.

Second semester, 1916-17, *2 hours.*

Not given in 1917-18.

XIII. TENNYSON.

A careful inquiry is made into the nature and origin of Victorian poetry. This is followed by a critical study of Tennyson and Arnold.

First semester, 1917-18. *3 hours.*

Not given in 1916-17.

XIV. INTERPRETATION OF LITERATURE AND ART.

The first weeks of the course are given to a discussion of critical principles. These principles are then applied to the appreciation and interpretation of specimens of literature and art. Special emphasis will be placed upon the work of Browning and upon that of Rosetti, Morris, and Swinburne, in connection with pre-Raphaelite pictorial art and Ruskin's attitude toward pre-Raphaelitism.

Second semester, 1917-18. *3 hours.*
Not given in 1916-17.
Senior-Junior elective.

French

PROFESSOR HELMECKE.

I. ELEMENTARY FRENCH.

The purpose of the first year's work is to secure a thorough knowledge of the fundamental principles of the French language, and to acquire an extended vocabulary. Thorough drill is given in grammatical forms, and in the translation of English into French.

At the end of the first year the student should be able to read French with some facility and to translate at sight ordinary modern prose.

Throughout the year. *4 hours.*

II. SECOND YEAR FRENCH.

The aim of this course is to impart the facility of reading. Written and oral reproduction of things discussed. Occasional lectures.

Throughout the year. *4 hours.*

Geology

PROFESSOR ONCLEY

I. (a) GENERAL GEOLOGY.

This course takes up a study of the materials, agents and processes involved in the development of the earth's present features and includes two hours per week of class work or field trips, for which the location of the University is especially advantageous; and two periods (of two hours) per week in the laboratory, in which work a large part of the time is devoted to the study and identification of minerals and rocks on the basis of both physical and chemical characteristics.

This course will be offered in 1916-17.
First semester. *4 hours.*

(b) HISTORICAL GEOLOGY.

This course is a study of the evolution of the earth and its life, both plant and animal. The plan of the work is the same as in course (a), with the exception that the laboratory work consists largely of a study, and later the identification, of a few of the more characteristic fossils from the various horizons.

Prerequisites: General Chemistry and General Zoology.

Given in alternate years. This course will be offered in 1916-17.

Second semester. *4 hours.*

German Language and Literature

PROFESSOR HELMECKE AND MISS RUEGGENMEIER

The purpose of the work of the first year is to secure a thorough knowledge of the fundamental principles of the German Language and to acquire an extended vocabulary. In order that the student may acquire the ability to understand spoken German and to think in German, the work in the class-room is carried on in German, as far as practicable; and prose compositions, consisting largely of reproduction of things read in German, is made an important feature of the work.

After the first year the aim is to familiarize students with the best German literature, and at the same time constantly to afford practice in the oral and written acquisition of the language.

A German club, maintained by students of classes beyond the first year, and meeting every three weeks, assists students in acquiring proficiency in the use of colloquial German.

I. (a) ELEMENTARY GERMAN.

A study of German grammar, with practice in reading, writing and speaking German.

First semester. *4 hours.*

(b) A study of German grammar, easy reading, composition and conversation.

Second semester. *4 hours.*

II. INTERMEDIATE GERMAN.

(a) A systematic review of the grammar. Careful application of the principles of Grammar. Reading of easy texts. Sight translation. Composition and conversation based on texts read in class.

First semester. *4 hours.*

(b) A continuation of the work of the first semester. Practice in speaking and writing idiomatic German.

Second semester. *4 hours*

III. STANDARD GERMAN AUTHORS.

Reading of works of the standard German authors, to obtain an idea of the best in German literature. Principles of elementary syntax. Oral and written reproduction of easy prose.

Throughout the year. *3 hours.*

IV. GERMAN LITERATURE OF THE 19TH CENTURY.

Reading of works of representative authors of more recent times, with supplementary lectures on the authors and their periods. Assigned readings and reports. Oral and written reproduction of subjects discussed.

Throughout the year. *3 hours.*

V. (a) SCHILLER AND GOETHE.

Open to Juniors and Seniors.

The men and their works. Lectures and reports. Reading of representative works.

First semester. *3 hours.*

(b) SUDERMANN AND HAUPTMANN.

Open to Juniors and Seniors.

The men and their works. Lectures and reports. Reading of representative works.

Second semester. *3 hours.*

VI. HISTORY OF GERMAN LITERATURE.

A general survey of the development of German Literature from the earliest times to the present. Lectures and study of assigned reading. Reports of students on special topics.

Throughout the year. *2 hours.*

VII. TEACHER'S COURSE.

A course for those who intend to teach German. The needs of teachers in secondary schools will be given special consideration. The main difficulties of pronunciation and grammar are studied. The most important methods of modern language instruction are discussed. Texts are selected and carefully studied.

Open to Juniors and Seniors.

Second semester. *2 hours.*

Greek

PROFESSOR GILMER

The ultimate aim of the work in Greek is to develop an appreciative understanding of Greek life and its influence upon both the ancient and modern world. Mastery of the language is the primary means to this end.

In as much as several years' study is necessary, fully to attain such knowledge of the language as makes it possible for one to realize the value of the study of Greek, it is advised that those students who intend to pursue the study of Greek, start the study early in their course.

I. BEGINNING GREEK.

The elements of the Grammar and a study of Books I and II of Xenophon's Anabasis.

Throughout the year. *4 hours.*

II. XENOPHON; HOMER.

During the second year's work the study of Xenophon's Anabasis is continued; four books of Homer's Iliad are read.

Throughout the year. *4 hours.*

III. PLATO.

The Apology and Crito, together with selections from the Phaedo are read in the third year. A sketch of Pre-Socratic philosophy is given by lectures and collateral readings,

First semester 1916-17. *3 hours.*

IV. INTRODUCTION TO TRAGEDY.

The tragedies selected for study for 1916-17 are the Alcestis of Euripides and the Antigone of Sophocles. The history and development of Greek tragedy and a brief survey of the history of Greek Literature will form a part of the course.

Second semester. 1916-17. *3 hours.*

V. HERODOTUS AND THUCYDIDES.

Selections from Herodotus and Thucydides will be read, and the history of the periods covered will receive special attention.

Not offered in 1916-17.

First semester. *3 hours.*

VI. GREEK DRAMATIC LITERATURE.

This course will require the reading of several of the best dramas of Greek literature. The first semester will be devoted to Tragedy; the second semester to Tragedy and Comedy. At least one drama of the three tragedians and one comedy of Artistiphanes will be read.

Throughout the year. *3 hours.*
Not given in 1916-17.

VII. NEW TESTAMENT.

A rapid reading course in the Gospels and Epistles. The Latin Vulgate will be used in connection with this course.

Second semester. 1916-17. *2 hours.*

VIII. GREEK CLASSICS IN ENGLISH.

The object of this course is to give an understanding and appreciation, of the masterpieces of Greek literature to students who have no knowledge of the language. The course runs throughout four semesters tnd gives a complete survey of Greek literature by means of the best English Translations.

The Epic was studied during the second semester 1915-16. The tragedies will be considered during the fall semester 1916-17; the prose and philosophical writers will be read during the spring, 1916-17.

Open to all students in the college. No knowledge of Greek required.

Throughout the year, 1916-17. *2 hours.*

IX. GREEK LIFE.

This course is open to all college students. It is a systematic study of the manners and customs of the Greeks. Text-book, recitations, and informal lectures. A note-book will be kept and papers prepared by members of the class. No knowledge of Greek required.

Throughout the year, 1916-17. *1 hour.*

X. GREEK ART AND ARCHEOLOGY.

A survey of the Art and Archeology of Ancient Greece. Lectures, collateral readings, and reports. No knowledge of Greek required. Open to all college students.

Throughout the year, 1916-17. *1 hour.*

History

PROFESSOR KING

I. INTRODUCTION TO MEDIEVAL AND MODERN HISTORY.

An analysis of European history from Roman times to the present day, tracing the evolution of modern states, and of their chief institutions, customs, and ideals. Text-books, lectures, reading and source problems.

Open to Freshmen.
Given in 1916-17.
Throughout the year. *3 hours.*

II. THE RENAISSANCE AND REFORMATION.

The late medieval world; the great intellectual, artistic, and religious movements of the fourteenth, fifteenth and sixteenth centuries; the Counter-Reformation; the Wars of Religion.

Given in 1916-17.
Throughout the year. *2 hours.*

III. OLD REGIME AND REVOLUTION.

The Europe of Louis XIV and the eighteenth century, of the Revolution and Napoleon; its political, social and economic theory and practice.

Given 1917-18.
Throughout the year. *2 hours.*

IV. EUROPE SINCE 1815.

Political, economic, and social history of Europe since the Congress of Vienna, and the expansion of Europe in Africa, Asia and the Pacific.

Given in 1915-16.
Throughout the year. *2 hours.*

V. ENGLISH HISTORY.

This course traces the main lines of development. While not neglecting the Anglo-Saxon origins, the contributions of Normans and Angevins, the picturesque features of medieval history, it emphasizes especially the more recent period, including the development of the British Empire.

Given in 1916-17.
Throughout the year. *2 hours.*

VI. AMERICAN HISTORY.

The aim of this course is to give, with the aid of a good text, collateral reading, and lectures, a careful study of the whole field of American history, with particular attention to the last half century.

Given in 1916-17.

Throughout the year. *3 hours.*

VII. THE RECONSTRUCTION PERIOD.

A detailed study of the main lines of thought and action, both in the northern and southern states in the years following the Civil War.

Given in 1917-18.

First semester. *2 hours.*

VIII. HISTORY OF THE WEST.

The story of the West, and of its material, spiritual, and personal contributions to the life of the United States.

Given in 1917-18.

Second semester. *2 hours.*

IX. GREEK HISTORY.

An outline course dealing with the history of Greece until it becomes part of the Roman Empire. The oriental and Aegean background, and the Hellenistic period outside of Greece are briefly considered.

Given in 1917-18.

First semester. *2 hours.*

X. ROMAN HISTORY.

The rise and decline of Rome from the earliest times, with careful attention to the main lines of development, and the special problems of each age. Lectures, text and collateral reading.

Given in 1917-18.

Second semester. *2 hours.*

XI. TEACHER'S COURSE.

Lectures and text on the teaching of history in secondary schools; practice teaching; review of important periods of history taught in high schools.

Given in 1917-18.

Second semester. *2 hours.*

XII. SEMINAR IN HISTORY.

The seminary gives opportunity for study of historical methods, both in theory and practice. The special work of each student can usually be chosen with reference to his particular needs, or interests.

Throughout the year. *1 hour.*

Household Science

PROFESSOR RICHARDSON

For full description of the department of Household Science see pages 53 and 54. The following courses taken from that department are offered to all college students.

I. Food Preparation.
II. Sanitation and Hygiene.
III. Household Management.
IV. Food and Dietetics.
V. Textiles.

Latin

PROFESSOR GILMER

The purpose of the department is to give students who major in Latin a comprehensive view of the Latin language and literature, and to familiarize them with the history, manners, and customs of the Roman people. The intelligent enjoyment of the masterpieces of Latin literature is the constant endeavor.

Four-year units are required of students who desire to enter Latin. 1. This work should be Latin Grammar (1); Caesar, four books (1); Cicero,, 7 orations (1); Virgil, 6 books (1).

For the benefit of students who enter without the above credits in Latin, these courses are offered and may be taken and full credit received. Inasmuch as a majority of the students who enroll for this work are more mature than the average high school pupil, more than the regularly required amount of reading is usually done.

I. CICERO AND TERENCE.

(a) Cicero. De Senectute. Terence. Phormio. Reading, translation and a review of inflections and syntax.

First semester. *3 hours.*

(b) Prose composition. Translation into Latin of connected passages of English, and a study of Latin style.

First semester. *1 hour.*

II. HORACE AND LIVY.

(a) Horace: Selections from Odes and Epodes. Livy: Selections from Books I, XXI and XXII. In the first part of the course special attention is given to metrical reading, translation (oral and written) and a study of the literary forms. In connection with the reading of Livy the history of the periods covered will receive special attention.

Second semester. *3 hours.*

(b) Prose Composition. A continuation of I., b.

Second semester. *1 hour.*

Courses I and II are offered each year, and are prerequisites to any of the succeeding courses.

III. PLINY AND MARTIAL.

Pliny. Selected letters. Martial. Selected epigrams. In connection with this course the life and manners of the Roman people during the Early Empire will be studied, and the students will prepare papers upon subjects relating thereto.

Not offered in 1916-17.

Open to all who have completed Courses I and II.

First semester. *3 hours.*

IV. ROMAN SATIRE.

A study of the origin, history and development of Roman satire. Selections from the Satires and Epistles of Horace and the Satires of Juvonal will be read by the class. Each member of the class will be assigned some reading outside of the regular work to translate in the class.

Not offered in 1916-17.

Second semester. *3 hours.*

V. THE MINOR WORKS OF TACITUS.

The Agricola, Germania and Dialogus will be read and carefully studied as to subject matter and literature form. The Agricola will be studied from the standpoint of encomiastic literature. Caesar's account of the Germans will be compared with that of Tacitus as found in the Germania. The development and decline of Roman oratory will be considered in connection with the Dialogus.

Not offered in 1916-17.

First semester. *3 hours.*

VI. ELEGIAC POETRY.

Catullus, Properties and Tibullus. A raqid reading course in which the major part of the poems of the above mentioned authors will be read. Practice in metrical reading and a study of literary form.

Offered in 1916-17.

Second semester. *3 hours.*

VII. ROMAN DRAMA.

Plautus, Terence and Seneca. One or more plays of each will be read, and the origin and development of the drama studied.

Not offered in 1916-17.

First semester. *3 hours*

VIII. RAPID READING COURSE.

Selections will be read from authors of all periods from the earliest to the latest, the aim being to acquaint the student with a large number of minor Latin authors. This course will also serve as the basis for a systematic study of Roman literature.

Not offered in 1916-17.

Second semester. *3 hours.*

IX. ROMAN PRIVATE LIFE.

This course is open to all college students, and while any of the preceding courses will be of great benefit, none of them is a pre-requisite of this course. A systematic study of the manners and customs of the Romans is the purpose of the course, and the lectures of the instructor will be supplemented by numerous reports and papers from members of the class. This course will be especially helpful to students who are preparing themselves to teach Latin.

Not offered in 1916-17.

Throughout the year. *1 hour.*

X. ROMAN ART AND ARCHEOLOGY.

The aim of this course is to acquaint the student with the art and archeology of Ancient Rome. Topography of the City and the results of the excavations in and about the city and in Italy and the Provinces will be considered. Lectures, collateral readings, and reports.

No Knowledge of Latin required. Open to all college students.

Throughout the year. *1 hour.*

Not offered in 1916-17.

XI. ROMAN HISTORY.

Students majoring in Latin may apply the course in Roman History offered by the department of History toward their required hours for a major. For a description of the course see History Department, Course IV.

XII. TEACHERS' TRAINING COURSE IN LATIN.

This course is designed especially for those who intend to teach Latin. Courses I and II are a prerequisite. The History of Classical Philology, its scope and aim are briefly sketched. Some beginner's

book is carefully studied, then parts of Caesar, Cicero, and Virgil are read. The view-point of the teacher in the secondary school is constantly kept in mind, and the difficulties in the teaching of these subjects are discussed. Actual practice in teaching under supervision of the instructor also forms part of the work.

Not offered in 1916-17.
Second semester. *2 hours.*

XIII. PRO SEMINAR.

This is a somewhat technical course and is open only to Seniors or particularly brilliant Juniors. The purpose of the course is the intensive study of some particular field of Latin literature or syntax. The authors will vary from year to year, but will generally be those read in secondary schools. A knowledge of German and French is desirable.

For the year 1916-17, Latin Syntax will be studied. The subjunctive mood will be traced from Plautus through the Vulgate. Each student will be assigned some problem to deal with.

Throughout the year. *2 hours.*
Required of Latin Majors.

Mathematics and Astronomy

PROFESSOR SIMONSON

I. PLANE AND SPHERICAL TRIGONOMETRY.

The trigonometric functions, trigonometric formulae, equations involving trigonometric functions, the use of logarithms in trigonometrical calculations, and the solution of plane and spherical triangles.

Open to Freshmen.
Prerequisite to courses 4, 5, 6, and 7.
First semester. *5 hours.*

II. COLLEGE ALGEBRA.

Review of radicals, imaginaries, and quadratics, convergency and divergency of series, undetermined co-efficients and partial fractions, the binomial theorem, and logarithms.

Prerequisite to courses 5 and 6.
First semester. *4 hours.*

III. THEORY OF EQUATIONS.

General properties of equations; graphical representation of equations, methods of finding the real roots of higher degree equations.

Given by special arrangement. *4 hours.*

IV. ANALYTICS.

The rectilinear and polar co-ordinate systems, equations of the first and second degrees, some of the higher plane loci, and the elements of solid analytics.

Open to those who have had Course I.
Prerequisite to courses 5 and 6.
Second semester. *4 hours.*

V. DIFFERENTIAL CALCULUS.

Differentiation of algebraic and transcendental functions, expansion of functions, elusive forms, direction of curvature, maxima and minima of functions of one and of two variables.
First semester. *5 hours.*

VI. INTEGRAL CALCULUS.

This course is continuous with V. and includes elementary forms of integration, integration of rational fractions, integration by parts, trigonometric integrals, integration as a summation, definite integrals, application of integration to plane curves, moments of inertia, surfaces, and volumes.
Second semester. *5 hours.*

VII. LAND SURVEYING.

Theory, use of instruments, field work, and platting.
Open to those who have had Course 1.
Second semester. *4 hours.*

VIII. GENERAL ASTRONOMY.

The treatment is descriptive, being designed for the general student of astronomy.
Open to Freshmen and Sophomores.
Second semester. *4 hours.*

Courses 1, 2, 4, 5, and 6 should be included in a major in the department.

Music

Courses in the School of Music, described on pae 61, as Harmony, General Theory and History of Music, are open to College students as well as to students in the School of Music. Full College credit is given for them. For description of courses, see page 59. For tuition charges, see pages 91 and 92.

Graduates of the School of Music who are matriculates in the College of Liberal Arts are given six and one half semester hours of credit. These credits are inclusive of the courses in Harmony, Theory and History of Music.

Philosophy

I. ETHICS.

Attention is given to both subjective and objective phases. Study is made of the genesis of the moral aspiration, of the individual response to the sense of duty and basilar inspiration of virtue, with examination of historic systems and realization in religious and political institutions, including the relatons of the subject to present-day problems of sociology, political economy and statecraft.

The text-book is Dewey and Tuft's *Ethics* with readings from Rand's *Classical Moralists* and Martineau's *Types of Ethical Theory.*

Open to Juniors and Seniors.
Second semester. *2 hours.*

II. LOGIC.

Consideration of the laws and formulas of discursive thought, with requisite training in definition of terms, forms and statements of propositions, implications of extension and intension, and moods and figures of the syllogism.

Ievons' *Hill's Elements of Logic* or Creighton's *Introductory Logic* with reference to Hibben's *Inductive Logic.* For the study of the pedagogical relations of the subject use will be made of Taylor's *Elementary Logic.*

Open to juniors and Seniors.
First semester. *4 hours.*

III. HISTORY OF PHILOSOPHY.

Tracing of the development of principal forms of philosophy as the expressions of notable leaders and schools, with especial emphasis upon those which antedate and prophesy modern movement and tenets. The recent contributions of the physical and biological sciences in philosophy are considered, and the implications of various forms of constructive and interpretative thought in relation to religion are fully discussed. The works of Rogers, Stuckenberg and Falckenberg are used for the record of controversy of development, and the student is introduced to the study of recent and special or ancient and recurring phases by the use of Hibben's *Problems of Philosophy.*

Open to Juniors and Seniors.
First semester. *4 hours.*

IV. PHILOSOPHY SEMINAR.

Research, reports, class readings and discussions.
Second semester *2 hours.*

V. THEISM.

The various forms of theistic argument are examined and their relative bearing and worth carefully canvassed. Reading of history and study of the forms of thought that have from time to time occupied the minds of thinkers.

Bowne's *Theism* is used as the basis of recitation and discussion.

Open to Juniors and Seniors.

First semester. *4 hours*

Physics

PROFESSOR ONCLEY

I. GENERAL PHYSICS.

This course aims to acquaint the student with the fundamental principles of the science and with some of their technical and industrial applications. While many of the phenomena studied are the same as have been taken up in the Academy Course, they are here taken up from a more advanced viewpoint. This course aims to bring out more strongly the essential unity of the subject, deals much more extensively with its mathematical phases and demands a greater accuracy on the part of the student, both in observation and measurement, and also in his thinking; aiming to lead him more extensively and thoroughly into a habit of accurate deduction and logical thinking. The course runs through the two semesters, there being two class-room periods and two laboratory periods (of two hours) per week. The first semester's work is given entirely to Mechanics and Heat, while during the second semester the divisions taken up are Sound, Magnetism and Electricity, and Light.

Open to Sophomores.

Prerequisite: Physics A and Trigonometry.

First and second semesters. *4 hours.*

Political and Social Sciences

PROFESSOR DICKMAN

I. POLITICAL ECONOMY.

A general course in the principles of Political Economy, carried on by recitation and seminar work. The object sought in this course is a thorough knowledge of the economic laws governing the Production and Distribution of Wealth. Francis A. Walker's advanced work is used as a guide. This is the fundamental course in the Department and is a prerequisite for all other courses except those in Politics and Sociology.

Open to Sophomores and Juniors.

First semester. *3 hours.*

II. ECONOMIC PROBLEMS.

A course in economic theories and present economic problems. This course gives special attention to the industrial problems of the present time; the relations of Labor and Capital; economic governmental functions, and present tendencies in economic thought.

Open to Sophomores and Juniors.

Second semester. *3 hours.*

III. SOCIOLOGY.

An introductory course in the study of Sociology. In this course the aim is to give the student a correct view of the development of organic society. Social growth is studied as it has advanced from savagery to the highest types of Christian civilization, tracing the people in their evolution from the horde through the clan, the tribe, the monarchy, to the modern democracy.

Not open to Freshmen. Prerequisite for Course IV.

First semester. *4 hours.*

IV. STATISTICS AND SOCIOLOGY.

A statistical investigation of the phenomena of Sociology, calculated to establish or disprove the theories of these subjects as found in different authors. Demographic, Ethnographic and Social Phenomena are thoroughly studied.

Not open to Freshmen.

Second semester. *4 hours.*

V. AMERICAN GOVERNMENT.

In this course Beard's *American Government* is used as a text. It includes a thorough discussion of the political and social institutions of the National and State Governments, and the Political Party System of the United States. A course intended to prepare young men and women for good citizenship.

Open to Juniors and Seniors.

1915-16 and alternate years.

First semester. *4 hours.*

VI. SCIENCE OF FINANCE.

This course embraces a comparative and critical study of Government Expenditures and Revenues, a thorough discussion of the various theories and forms of taxation, and a study of the effects and significance of modern public credit as portrayed in our enormous public debt.

Open to Juniors and Seniors.

1915-16 and alternate years.

Second semester. *4 hours.*

VII. COMMERCIAL LAW.

The object of this course is to prepare the student for the business problems of life. The subjects studied include the following: Commercial Contracts, Negotiable Instruments, Principal and Agent, Partnership, Corporations, Insurance, Banking Laws, Inheritance Laws, Deeds, Mortgages, Dower Rights, Etc.

The course will be made practical and should be taken by every student before graduation.

Open to Juniors and Seniors.
1915-16 and alternate years.
Second semester . *3 hours.*

VIII. CONSTITUTIONAL LAW.

A comparative study of the Constitutions of England, Germany, France, and the United States. The discovery of the fundamental principles of public law common to all is the aim of the study.

Open to Juniors and Seniors.
1916-17 and alternate years.
First semester. *4 hours.*

IX. INTERNATIONAL LAW.

This course treats of the general principles of international law as it has been developed by treaties, agreements and usages of the civilized nations as shown in legislature, court decisions, and in the conduct of these nations.

Open to Juniors and Seniors.
1916-17 and alternate years.
Second semester. *4 hours.*

X. LABOR PROBLEMS.

An investigation of the problems growing out of the wage system and labor organizations, together with a study of the labor movement in the United States and the laws and court decisions affecting organized labor.

Open to Juniors and Seniors.
1916-17 and alternate years.
Second semester. *3 hours.*

XI. SEMINAR IN MONEY, MONOPOLIES, SOCIALISM, ACCOUNTING AND TRANSPORTATION.

This course consists of individual investigations and reports by the students under the direction of the instructor.

Open to Juniors and Seniors.
First semester. *3 hours.*

Psychology

PROFESSOR LOWRY

I. GENERAL PSYCHOLOGY.

This course is required of all students who are specializing in education. It consists of a study of the fundamental facts of human consciousness. Text-book study, lectures, reports, experimental and demonstrational work, special assignments and class discussions.

Texts: Thorndike: Elements of Psychology and Munsterberg: General and applied Psychology.

Open to Sophomores.

Throughout the year. *3 hours.*

II. EDUCATIONAL PSYCHOLOGY.

The Psychology of the learning and of the teaching process, as studied from the practical point of view, in the light of the most recent developments in Psychology.

Prerequisite: General Psychology.

Second semester. *3 hours.*

III. CHILD PSYCHOLOGY.

This course is intended as a study of the genesis of consciousness, together with a systematic study of child growth and development; sensory-motor, representative and intellectual stages of growth and culture; the problems of adolescence.

Free elective.

Summer school. *2 hours.*

IV. PSYCHOLOGY OF RELIGION.

(See Religion) *4 hours.*

Religion

I. PSYCHOLOGY OF RELIGION.

The psychological relations of the concepts, phenomena and problems which are evoked in the study of the origin of religion, varieties of religious belief, revelation, prayer, conversion, sacred books and ceremonies, mystical experiences, etc., are discussed with the constant aim to adapt all instruction to the ends of utility for the Christian worker, both lay and clerical.

Ames' *Psychology of Religious Experience*, with references to James' *Varieties of Religious Experience*, and wide readings.

Open to Sophomores, Juniors and Seniors.

Given in 1916-17.

First semester. *4 hours.*

II. CHRISTIAN EVIDENCES.

Fischer's *Grounds of Theistic and Christian Belief* is the text-book used, with other and extensive reading and individual research with preparation of these.

Open to Juniors and Seniors.

Second semester. *4 hours.*

III. BIBLE LITERATURE.

The literary study of the Bible is an essential key to its meaning. The purport and purpose of Scripture is often most readily and correctly interpretable through study and observance of the form. Whether the text be history, poem, proverb or oration must be determined before spirit and content can be understood. Moulton's *Literary Study of the Bible* is the text, with due attention to analysis of selected portions of the varied forms.

Open to Juniors and Seniors.

Second semester. *4 hours.*

I. OLD TESTAMENT.

IV. The first books of the Bible are studied as to their historic content, and also as to their structure and the compilation of component parts into their present form, with notice of the distinguishing features of the principal classes of ancient manuscripts. The work of constructive criticism is indicated, but its partially tentative character is recognized, and detailed and exhaustive examination is not attempted. The individual judgment and research of the student is cultivated concerning the problems and vital bearing of the religion of the Old Testament.

Kent's *Historical Bible* is used throughout these courses. In connection with the study of the text, *Heroes and Crises of Early Hebrew History*, there are traced the fortunes and conditions as they are affected by contract with other nations, and especial consideration is given to the personalities through whom is given determinative form to the masterful religion of Israel, and the volume,*The Founders and Rulers of United Israel*, is also in this course.

Open to Sophomores, Juniors and Seniors.

First semester. *4 hours.*

V. From the division of the Kingdom to the Babylonian Exile, with especial reference to the influence of the prophets, with investigation of their individuality and the products of their utterances, recognizing them as models for the study of oratory, religious life, practical philanthropy and measures of reform. The same methods and processes are applied to the investigation of post-exilic Judaism

relative to the history of the people, their kings and prophets, with notice of the trend of ethical movement and consideration of the analogies and applications to modern times. Two volumes, *The Kings and Prophets of Israel and Judah* and *Makers and Teachers of Israel and Judah* are used.

Open to Sophomores, Juniors and Seniors.
Second semester. *4 hours.*

II. NEW TESTAMENT.

VI. The life of Jesus is investigated in every essential aspect of its history and influence. The questions of the harmony of the synoptic gospels are brought adequately to the attention of the student, and are considered in the light of recent and significant research.

The effect of contact of disciples with the Man of Galilee and the successive stages of their training are emphasized.

Rhees' *Life of Jesus of Nazareth* or *The Life and Teachings of Jesus*, by Kent, of the Historical Bible Series, is used as a text-book with collateral reading and study of special topics.

Open to Sophomores, Juniors and Seniors.
Given in 1915-16.
First semester. *2 hours.*

VII. APOSTOLIC CHURCH.

The relations of Judaism and Christianity are considered in the stages of both earlier and later growth. The lines of division are observed, points of contact and separation indicated, the character of the rupture between the new and the old is shown. The missionary impulse is regarded in its initiation and progress.

St. Paul is studied in the light of chronological reference to his Epistles.

Purves' *The Apostolic Age* is studied, while considerable use also is made of Weaver's *The University New Testament.*

Open to Sophomores, Juniors and Seniors.
Second semester. *2 hours.*

Zoology

PROFESSOR COLLETT

I. GENERAL ZOOLOGY.

The problems of Zoology are treated in such a manner as to prepare the student for more advanced courses and at the same time meet the requirements of those who wish only a general knowledge of the subject. A careful study is made of representatives of the various phyla of the animal kingdom. The types studied are so

chosen as to bring out the progressive development of the animal series and at the same time to familiarize the student with members of the local fauna. Taxonomy, morphology, phylogeny, and ecology are all taken into account.

Lectures and laboratory work based on Hegner's *Zoology.*

Throughout the year. *4 hours.*

II ANIMAL PHYSIOLOGY.

A study is made of the minute structure of animal tissues. The course consists primarily of laboratory work so arranged as to give a thorough drill in histological methods as well as to bring out the retails of tissue structure. The course is of especial value to those who propose taking a medical course.

The functions of the various organs of the body are studied from a histological standpoint. The laboratory work is based upon a careful study of human tissues, about one hundred sections being available. Reference books: Foster, Hough and Sedgwick, and Piersol.

Three lectures and one laboratory period of two hours.

Second semester. *4 hours.*

III. EMBRYLOGY.

The study of the development of the frog or fish and the bird.

First semester. *4 hours.*

IV. BIOLOGICAL SEMINAR.

A careful study of the fundamental principles of Biology are discussed, taking into account the evolution of biological thought in the past, yet dealing more particularly with the results of recent advances.

Throughout the year. *2 hours.*

HOUSEHOLD SCIENCE

JOSEPHINE W. RICHARDSON, B. S., Director

The Department of Household Economics offers instruction for students wishing to teach Household Economics and for those who wish only an acquaintance with the general principles and facts of household economics. The demand for teachers in this field who are college graduates is greater than can be supplied, and it is recommended that students wishing to secure good positions supplement the Household Economics course with additional work to secure a degree.

The Domestic Science Kitchen, 23 x 65 feet, is housed on the first floor of the College Chapel. Besides being large, it is well ventilated and well lighted.

OUTLINE FOR TWO YEARS COURSES IN HOUSEHOLD ECONOMICS

First Year

First semester—

Department	Course	Hours
Household Economics	Food Preparation	4
Household Economics	Home Architecture and Sanitation	2
Science	Botany	4
Science	Chemistry	4
English	Course I	2
		16 hours

Second semester—

Household Economics	Food Preparation	4 hours
Household Economics	Sewing, Textiles	3
Household Economics	Household management	2
Science	Chemistry	4
English	Course I	2
		15 hours

Second Year

First semester—

Household Economics	Food and Dietetics	3 hours
Household Economics	Sewing II	3
Science	Bacteriology	3
Science	Food Chemistry	4
Political and Social Science, Political Economy		3
		16 hours

Second semester—

Household Economics	Food and Dietetics	3 hours
Household Economics	Sewing III	3
Science	Physiology	3
Household Economics	Teachers' Course	2
Electives		5
		16 hours

OUTLINE FOR COURSES IN DOMESTIC SCIENCE

I. FOOD PREPARATION.

The nature and use of food; changes effected by heat, cold, and fermentation. The serving of food in simple and attractive form.

II. SANITATION AND HYGIENE

Lectures on house planning and decoration. Exercises in making skeleton plans. The situation, surroundings and hygiene of the house are given special attention. Personal hygiene—First aid.

III. HOUSEHOLD MANAGEMENT.

The theory and art of combining and managing food, clothing, and shelter, and the direction of activities so as to best promote the economic, sanitary and esthetic interests of the individual or family.

IV. FOOD AND DIETETICS.

The principles of diet, the relation of food to health, construction of dietaries. Invalid cookery. Prerequisite, Course I.

V. TEACHERS' COURSE.

Best methods of presenting work. Practical work in serving; demonstration; practice in teaching beginning courses.

VI. TEXTILES.

A thorough study of textiles, their preparative for the market, manufacture, etc., and the principles of sewing as related thereto.

VII. SEWING I.

Hand sewing, including stitches which are applied to undergarments.

VIII. SEWING II.

Advanced drafting. Slips, tailored waists, skirts, plain dress, and kimono.

Prerequisite, Course VII.

IX. SEWING III.

Continuation of Course II. Designing of dress, and fancy waists. Designing and drafting patterns for hats. Making and trimming of hats.

Prerequisite, Course VIII.

THE SCHOOL OF EDUCATION

ELLSWORTH LOWRY, A. M., Director

PURPOSE

The purpose of the School of Education is to organize and direct all the forces of the College of Arts and Sciences and the special departments of Art, Music, Oratory and Household Arts that may lend assistance, directly or indirectly, in the preparation of teachers and educational leaders. Its special aim is to discover young men and young women especially gifted for the profession of teaching and train them for leadership in their departments.

In connection with the Collegiate departments, the School of Education prepares teachers for departments in High Schools, for principalships and superintendents; in connection with the special departments of Music, Oratory, and Household Arts, it aims to develop special teachers and supervisors in these subjects; in connection with the departments of Philosophy and Religion, to produce religious educators for pulpits, Sunday-schools and Christian Association work.

STATE TEACHERS CERTIFICATE.

COLLEGE COURSE

According to a regulation of the State Board of Educational Examiners, graduates of the School of Education are granted, without examination, a five-year first-grade State Certificate. These certificates are given on condition that the students have completed twenty hours in Education.

REQUIREMENTS IN EDUCATION RECOMMENDED BY THE COMMITTEE.

PSYCHOLOGY. Six semester hours required.

EDUCATION. Fourteen semester hours required.

(a) Principles and Science of Education.
Limited to eight semester hours.

(b) History of Education.
Limited to eight semester hours.

(c) General and Special Methods.

Limited to four semester hours.

Two hours in general methods must be taken in the Department of Education. Courses in methods of teaching secondary school subjects may be taken in the different depeartments subject to the approval of the Head of the Department of Education.

(d) Elective Courses.

Adolescence.
Child Study.
Evolution of the High School.
The High School Curriculum.
The High School Student.
Secondary Education.
History of Philosophy.
Industrial and Vocational Education.
School Supervision and Administration.

No courses in Education which require less than two hours' work in one semester shall be accepted.

OUTLINE OF SUBJECTS

(1)	Psychology (required)	6 hours.
(2)	Education (choose)	14 hours.
	(a) Principles and Science of Education.	
	I. Principles of Education (The learning and the teaching process).	3 hours.
	II. Rural Education (Principles of Education applied to Rural Life problems).	2 hours.
	III. Educational Sociology.	2 hours.
	(b) History of Education.	
	I. History of Education (general view)	2 hours.
	II. History of Education (Modern)	2 hours.
	(c) General and Special Methods.	
	I. Special Methods in German (Ger. Dept.)	2 hours.
	II. (Special Methods in other departments).	2 hours.
	(d) General Electives.	
	I. Child Psychology (summer)	2 hours.
	II. Secondary Education	
	(1) Secondary Organization and Administration.	3 hours.
	(2) Secondary Methods.	3 hours.
	III. History of Philosophy (Phil. Dept.)	4 hours.
	IV. School Supervision and Administration.	
	(1) School Administration.	3 hours.
	(2) School Supervision.	3 hours.

NORMAL COURSE

I. STATE REGULATIONS.

According to the regulations of the State Board of Educational Examiners, a certificate for two years will be granted without examination to graduates of the Normal Course.

(1) Fifteen secondary units are required for admission.

(2) The normal course must consist of seventy-two weeks' work.

(3) One-fourth of the normal course shall be given to pedagogical subjects including psychology, school management, history of education and methods of instruction.

(4) There must be credits made in the secondary school or in normal course for all second grade state certificate subjects except bookkeeping.

Note 1. The requirement of ten semester hours in methods of teaching common branches is discontinued.

Note 2. The practice of giving credit for three years of secondary school work to the holder of a first-grade uniform county certificate is discontinued.

SUGGESTIVE COURSE

EDUCATION	15 hours.
(1) General Psychology (required)	6 hours.
(2) Electives choose	9 hours.
(a) History of Education	2 or 4 hours.
(b) Story Telling	2 or 4 hours.
(c) School and Home Sanitation	2 hours.
(d) Rural Education	2 hours.
(e) Social Education	2 hours.
(f) School Hygiene	2 hours.
(g) Child Psychology	2 hours.
(h) Principles of Education	3 hours.
Other College Courses	45 hours.

Courses in the following are suggested: Nothing required except English Rhetoric: English, Botany, College Physiology, Oratory, Domestic Science, Public School Music, Astronomy.

THE SCHOOL OF MUSIC

CHARLES DANIEL NEFF, A. M., Mus. D., Director
JOHN WILLIS CRAIN, Mus. B.

GENERAL DESIGN

It is the aim of the School of Music to produce artistic players and singers who know and love music. To this end, thorough instruction is provided in the theoretical as well as in the practical branches of the art. A full course leads to graduation, but special courses may also be taken by those who prefer to study music as an accomplishment rather than from the standpoint of others who desire to fit themselves for teaching or for a professional career.

Two courses are here outlined: the diploma course, and the post-graduate course securing the Degree of Bachelor of Music.

Instrumental Music

PROFESSOR NEFF

COURSE OF STUDY

I. PIANOFORTE.

Preparatory

National Graded Course. Grade I.
Studies, Op. 82 ..... Gurlitt
Standard Graded Course, Grade I ..... Mathews
New England Conservatory Method. Part I.
Studies, Op. 50 and 51 ..... Koehler
Technical Exercises.

Academic

Scales, Major, Minor, Thirds and Sixths.
Broken chords through two and four octaves.
Studies, Op. 176, Books I and II ..... Duvernoy
National Graded Course. Grade II
Standard Lessons in Phrasing and Musical Interpretation ..... Mathews
Easy Studies, Op. 139, 2d book ..... Czerny
Etudes. Op. 100 ..... Burgmueller
Album for the Young ..... Schumann
Studies, Op. 47, Book I ..... Heller
Studies, Op. 8 ..... Doering
Selections from N. E. Conservatory Pianoforte Course.
Sonatines and Easier Pieces, by Clementi, Kuhlau, Reinecke, Gurlitt, Wolff, Scharwenka and others.

For rates of tuition, rent of instruments, etc., see page 92

Sub-Junior

Scales and Arpeggios.
Little Preludes and Fugues.....Bach
Thirty Selected Studies (Presser).....Heller
New School of Velocity. Op. 50.....Hasert
School of Velocity. Op. 61.....Berens
Songs Without Words.....Mendelssohn
National Graded Course. Grade III.....Great Composers
Elements of Modern Octave Playing.....Turner
Octave Studies. First Book.....Kullak
School of Velocity. Op. 299.....Czerny
Sonatas—The easier ones.....Mozart, Haldn, Clementi

Junior

Two-part and Three-part Inventions.....Bach
Art of Finger Dexterity. Op. 740.....Czerny
Studies for the Left Hand. Op. 15.....Krause
Fifty Selected Studies.....Cramer-Buelow
Damper Pedal Studies. Op. 15.....Turner
Octave Studies.....Low
Ten Etudes. Op. 5.....Krause
Etudes Poesies. Op. 53.....Haberbier
Studies in Phrasing and Interpretation.....Mathews
National Graded Course. Grades IV and V.....Great Composers
Forty Daily Studies. Op. 337.....Czerny
Nocturnes.....Field
Nocturnes, Waltzes, Preludes.....Chopin
Wanderbilder.....Jensen
Art of Phrasing. Op. 16.....Heller
Gradus ad Parnassum.....Clementi-Tausig

Compositions by Beethoven, Schubert, Schumann, Mendelssohn, Weber, Mozart, Bach, Handel, Haydn and others.

Modern compositions by Raff, Bendel, Moskowski, Schulhoff, Henselt, Liszt, Chopin, Grieg, Tschaikowski, MacDowell and others.

Senior

Gradus ad Parnassum.....Clementi-Tausig
Studies. Op. 20.....Kessler
Studies. Op. 26.....Thalberg
Studies. Op. 70.....Moscheles
Seven Octave Studies. Op. 48.....Kullak
School of Technic.....Philipp
Daily Exercises.....Tausig
Studies for Expression and Technique.....Neupert
Preludes and Studies (Easier Numbers).....Chopin
Technical Exercises.....Mertke

French and English Suites.....Bach
Well-Tempered Clavichord .....Chopin
Nocturnes, Waltzes, Polonaises .....Chopin
Classic Pieces by Old Masters.

Modern Compositions by Raff, Rubinstein, Bendel, MacDowell, Moszkowski, Leschetitzki, Henselt, Chaminade, Beach, Schulhoff, Liszt, Sonatas: Schumann, Beethoven.

II. HARMONY.

Harmony is to music what grammar is to language. It is the *sine qua non*, the indispensable part of one's study in every department of music. No one is entitled to the name "musician" who has not a thorough knowledge of harmony.

Systems of intervals. The scales, major and minor. Triads of the major and minor scales. Inversions of triads. Chords of the augmented sixth, French, German, Italian, and Neapolitan. Seventh chorus with their inversions. Chords of the ninth. Cadences. Modulation. Suspensions and retardations. Organ point. Passing tones and chords. Harmonizing melodies and inventing themes. Part writing. Chorals. Chants. The C clefs. Writing accompaniments. Ear exercises.

III. GENERAL THEORY.

Elements of acoustics and tone quality. Accent, tempo, rhythmics, melodics, dynamics. Treatment of themes and the transformation of motives. Musical form analyzed and explained. Description of orchestral instruments and their distinguishing characteristics. How music should be rendered and what its significance is. Theory of interpretation. Relation of music to other forms of art. General laws and principles underlying music as a science and as an art.

IV. HISTORY OF MUSIC.

The study of this important branch of musical education is required of all candidates for graduation. At the same time its value as a means of general culture to students of every department of the college must be self evident, since a goodly degree of familiarity with the men, the methods, the principles and the masterworks of which musical history treats is everywhere assumed to be one of the essential elements in the equipment of the liberally educated.

The plan of instruction in the class room has in view a combination of the recitation and lecture systems. The end to be attained involves the attempt to gain a clear knowledge as to how music reached its present state; and the emphasis is laid on the men who developed music, on the study of their works, on the factors which influenced their careers, and on the ultimate value of their labors to the art and science of music.

PUBLIC EXHIBITIONS, RECITALS, CONCERTS

Each year and each semester, public exibitions will be given. There will be a number sufficient to arouse interest, to stimulate and inspire, but not so many as to distract the minds of pupils from study and practice. Thus limited, these recitals will be a most valuable factor in the student's progress, while at the same time the institution and the community will not fail to recognize therein the evidences of a musical uplift. At the suggestion of the President, the Director of the School of Music has inaugurated a series of "Interpretative Lecture Recitals" wherein the attempt is made to throw a clearer light upon the significant personalities in the field of musical composition, to view and present the executive side of the tonal art and to set forth, in more or less non-technical language, the aesthetical, structural and historical analyses of the works that have become standard.

ENSEMBLE PLAYING

This is one of the important features of the course. Therin are to be found indispensable elements of musical culture, to be secured through no other method of training. Students who are sufficiently advanced are required to perform in public, not only in solo numbers, but also in four-hand, six-hand, and eight-hand pieces. Through such a medium is mind sharpened on mind, and ability matched against ability.

MEMORIZATION

In the pianoforte department, one of the prime requirements is that much of the material used in study throughout the course shall be memorized. This applies especially to pieces which go hand-in-hand with etudes and technical exercises in every grade after the first. It is noteworthy that all the first-class pianists of Europe and America invariably play their entire programmes from memory. Rubinstein had a memorized repertoire of more than a thousand compositions. Only when the student has thoroughly committed his music to memory does his playing begin to assume the character of improvisation and to take on that freedom, spontaneity and subtleness of touch and tone which alone render artistic results possible on the piano. The student playing without notes has been obliged to make a careful and critical study of every detail of notation, fingering, expression, phrasing, melody, rhythm and dynamics. He has meanwhile unconsciously been changing from a machine grinding out a fixed, fore-ordained measure of colorless tones, so many per minute, into a living, thinking being, capable of truthful, original expression in the world of tones. Therefore such a player impresses his hearers as being less an amateur and more a musician.

INSTRUMENTS

The College is equipped with eleven pianos, several of which are available to students for practice and may be rented at reasonable rates. They are regularly tuned. There are also two organs. Seven of the pianos are grands.

The Director's own instrument, on which his lessons are given, is a splendid Chickering concert grand piano.

A Steinway orchestral grand piano is a part of the equipment of the School of Music. This superb instrument, the type used by the great concert pianists of Europe and America, affords facilities for concert work by the students here, such as are rarely to be found outside of the large cities.

Pipe organ students will find an instrument adequate to their needs in the Estey two-manual pedal organ, which was added to the equipment of the School of Music, November, 1907. The pipe organ in the Methodist church is also available.

REQUIREMENTS FOR GRADUATION

Three semesters of Harmony, two semesters of the Music Students' Club Extension Course, embracing History and the study and performance of the works of the standard composers, together with one and a half semester of Theory, are required of candidates for graduation, who should add a fourth semester of Harmony. The study of languages, especially German and French, is of very great importance to the pianist, organist, and composer. The relation of music to other arts and to life, its great scope and meaning, and its philosophical aspects are set forth most adequately in the literature of Germany and France.

The complete course extends through four years in the instrumental and theoretical departments. Two years of post-graduate work are provided for the higher development of artistic and concert playing and for the further pursuit of studies in general theory.

BACHELOR OF MUSIC

Post Graduate Course of Two Years

Upper Iowa University confers the degree of Bachelor of Music upon graduates of the School of Music who complete two years post-graduate work as follows:

DEGREE COURSE IN PIANOFORTE

1. Completion of the Diploma Course in Pianoforte.
   Thirty semester hours of college credit in the Liberal Arts College.
2. Two full years of advanced Pianoforte.
   One full year of work, elective in either Organ, Singing, Public School Music, or Violin.

3. One year of Advanced Harmony.
   One year of Musical Form and Analysis.
   The Theory of Interpretation.
4. Two public recitals, from memory, of compositions of virtuoso calibre.

OUTLINE OF REQUIRED WORK ON THE PIANO

Well-Tempered Clavichord (Busoni edition)	Bach
Etudes. Op. 10, Op. 25	Chopin
Studies. Op. 2, Op. 5	Henselt
Etudes Symphoniques	Schumann
Kreisleriana and Carnival	Schumann
Sonatas. Op. 27, 28, 53, 57, 90 and 101	Beethoven
Sonatas. Op. 45	E. MacDowell
Hungarian Rhapsodies	*Liszt*
Virtuoso Studies	E. MacDowell
Ballares, Scherzos, Barcarolle	Chopin
Greater Polonaises, Sonatas, Concert Allegro	Chopin
Concerto in G minor	Saint-Säens
Allegro Appassionata	Saint-Säens
Six Etudes de Concert	Rubinstein
Daily Studies	Tausig
School of Advanced Piano Playing	Joseffy
Original Works and Transcriptions	Liszt

Standard compositions by Grieg, Raff, Brahms, Weber, Schubert, Tschaikowski, Moszkowski, Dvorak, Mozart, Mason, Mendelssohn, Paderewski, Godard, Chaminade, Schuett, and others.

It is scarcely necessary to observe here that no single student, however gifted, would be able to compass the course on the piano in its entirety, as listed in the above schedule, within the prescribed time limit. The impossible is neither required nor expected; and there will be due recognition of the fact that no two individuals can be reduced to a common denominator. Nevertheless, each candidate for the degree will be expected to study intensively a very large proportion of the master works included in this exhibit.

DEGREE COURSE IN VOICE

1. Completion of Diploma Course in Voice.
   Thirty semester hours of college credit in the Liberal Arts College.
2. One full year of advanced work in Voice.
   Two full years of Pianoforte.
3. One year of Advanced Harmony.
   One year of Musical Form and Analysis
   Completion of Course in Public School Music.
   The Theory of Interpretation.

4. One public recital of advanced vocal music, and one appearance as leading artist in oratorio or cantata.

It will readily be seen that exceptional attainments as well as a severe course of study and training will be needed to win the degree of Bachelor of Music. To the recipient of such recognition, however, it will become a badge of merit and distinction and a mark of honor.

Those who are looking forward to a musical career will recognize the value of a general education in building a personality fitted to back the professional equipment.

There is an affinity between literature and the arts, and neither is sufficient unto itself.

Vocal Music

PROFESSOR CRAIN

Vocal music, since the beginning, has been the common language of the world, and today the most beautiful of all musical gifts is artistic singing. In no form of music is early training of such paramount importance as in the development of the Voice, for here the question is not only to acquire the technique of an instrument, but to mould, strengthen and train it in its growth toward maturity.

VOICE CULTURE

A certain degree of perfection can be brought into every singing voice by a thorough understanding of vocal mechanism.

Voice culture means breath control. The student of voice should therefore make a careful study of the art of breathing. He must also learn to keep the throat open and free from all obstruction.

Only the free and unrestrained use of the throat will allow the tone to reflect into the nasal cavities, where it perfects itself through the head vibrations.

VOICE PLACEMENT

We begin the study of voice placement, with careful work on single tones; we work for extension of compass and equalization of registers; we use vowels and consonants to secure correct pronunciation and clear articulation. Exercises for cultivation of velocity and execution, consisting of scales, major, minor, and chromatic ascending and descending in metrical form, also intervals and arpeggios gradually increasing in difficulty; portamento; staccato and appoggiaturas.

EXPRESSION

Cultivation of taste to express the various emotions, so that the pupil may be able to understand and interpret for himself the writings, simple and moderately difficult, of the famous composers of the past and present.

General observations and precautions as to manner of standing, facial expression and control of lips, jaws, tongue, soft palate and larynx, while singing.

Throughout all, it is the policy of the department to cultivate ease and simplicity of expression by those methods which practice and experience have proven most natural and efficacious as adapted to the particular needs of individual pupils.

CHORAL INSTRUCTIONS

All pupils are urged to attend the chorus rehearsals for the benefit of the drill, and for the opportunity of sight-reading, and the knowledge gained of the better grade of music. It is the custom for the members of the Choral Union to give in public, during the spring season, at least one oratorio or cantata. No charge is made for membership in the chorus.

SIGHT SINGING

There is organized every year a class in sight singing to give to those who desire it an opportunity to take up systematic study of the principles of music as applied to sight singing.

PUBLIC SCHOOL MUSIC

In response to a continued demand throughout the country for Supervisors of Music in the public schools, the department has added a course of instruction in public school music for which a certificate will be given. The best systems in use in the public schools in Chicago, New York, and Boston are taken. The course is as follows, with tuition the same as for private lessons:

Normal Music, 1 year. Voice Culture, 1 year. Ear Training, ½ year. Piano, 1 year.

STRINGED INSTRUMENTS

Those who desire to take work in Violin, Mandolin or Guitar will be given instruction to suit their needs.

Studies by Hermann, Kayser, Fiscal, David, Rice and others are used.

REQUIREMENTS FOR GRADUATION

Students completing the course,—consisting of three years' work in Voice, one and a half semester of Theory, three semesters of Harmony, one year of Musical History (as accorded in the pianoforte department), recital and chorus work, together with two years' work in English,—will be granted the diploma of the department.

Satisfactory credit will be accepted and the course will be adapted to the needs and requirements of the individual. The study of Piano is strongly urged.

THE SCHOOL OF ORATORY

MARGARET CONSTANCE, Ph. B., B. E. Director

The school stands primarily for personal culture—the best and highest development of the individual. It recognizes that social, professional or commercial success depends largely upon effective personality—that a cultured and noble manhood and womanhood is the *summum bonum* of all education. It therefore devotes itself to the great privilege of awakening the student of expression to a realization of his God-given potentialities, and to the service of guiding and assisting him in his growth and progression. Yet, apart from the general culture accorded, the technique of all its courses is designed to serve the needs of the student in a thoroughly practical way, and is adapted to those who desire special training as readers, lecturers, clergymen, lawyers, dramatic artists, and teachers.

Eight hours' credit in the School of Oratory may be counted as elective in any collegiate course.

Upon the attainment of a high degree of efficiency, through the two years of study outlined for this Department, a diploma will be awarded.

Special courses may also be pursued by those who are not planning for a professional career.

GENERAL COURSE

I. VOICE CULTURE.

Exercises for voice building, placing, flexibility, and resonance. The aim is to bring out the natural qualities of the voice, to free it from inherited or acquired mannerisms, and to cultivate a clear, resonant tone.

1. Voice Culture. *Two hours.* Preparatory exercises for muscular development. Breathing. Shakespearean method as applied to the speaking voice. Emission of tone. Cultivation of mobility of vocal organs. Development of slides. Increase of range of voice. Study of elementary English sounds.

2. Voice Culture. *Two hours.* Ear training. Cultivation of resonnance. Responsiveness of voice to emotion. Tone modulation. Tone color. Prerequisite: Voice 1.

II. ORAL EXPRESSION.

This work is based upon psychological principles. Literature of a high class arranged to follow the development of the mind in expression is used, the aim being to cultivate a natural, direct, and intelligent style, which will express the student's individuality and yet be in harmony with the emotion of the selection.

3. Expression. *Two hours.* Text: Psychological Development of Expression, Volume I. Fundamental principles of expression. Intellectual conception. Development of power to read lines. Training of eye. Cultivation of imagination. Picturing. Two lessons per week, first semester.

4. Expression. *Two hours.* Contiuation of Expression 3. Studies in expression of simple emotions. Studies for abandon. Series of studies for directness and animation in reading and speaking. Simplicity and naturalness. Prerequisite: Expression 3. Two lessons per week, second semester.

5. Expression. *Two hours* Text: Psychological Development of Expression, Volume II. Studies for vividness of imagery. Studies in social emotion. Relation of reader to imagery. Relation of reader to audience. Commanding attention. Prerequisites: Expression 3 and 4. Two lessons per week, first semester.

6. Expression. *Two hours.* Continuation of Expression 5. Studies in light and shade. Subtlety. Studies in fulfillment of author's purpose. Studies in atmosphere. Power in expression. Prerequisites: Expression 3, 4 and 5. Two lessons per week, second semester.

III. DRAMATIC ART.

Preliminary to the study and presentation of plays, a series of lessons in life study and personation is given, followed by character studies from Dickens with physical representation of the same. Dramatic scenes are then given, together with a study of stage etiquette, deportment, and business. Later more advanced work in modern drama and scenes from Shakespearean plays are presented.

7. Dramatic Art. *Two hours.* Life study and personation. Study of characters from life, written sketches and physical representation together with monologues in character. Studies of character from Dickens; written sketches, physical representation, and dramatic scenes.

8. Dramatic Art. *Two hours.* Study and presentation of good modern plays. Character studies. Dramatic action. Stage deportment and etiquette. Prerequisite: Dramatic Art 7. Two lessons per week, second semester.

9. Dramatic Art. *Two hours.* Analytic and literary study of selected plays from Shakespeare. Study of plot: Character analysis. Presentation with stage business. Prerequisite: Dramatic Art 7 and 8. Two lessons per week, first semester.

10. Dramatic Art. *Two hours.* Continuation of Dramatic Art 9, with a view to public presentation of drama. Prerequisites: Dramatic Art 7, 8, 9. Two lessons per week, second semester.

IV. STORY TELLING.

One of the oldest of arts, now recognized as a dignified and legitimate art of entertainment. It is also considered an educational factor in the life of a child, being the means of interesting the young in history, science and literature, as well as inculcating lessons of morality and ethics.

11. Story Telling. *Two hours.* Principles of story telling studied. Psychological reasons for selected stories for different periods of childhood. Fairy tales, folk lore, fables, Bible stories, myths, legends, allegorie, and dramatic stories. Individual practice with criticisms and suggestions.

V. REPERTOIRE.

This course gives the student practical experience in rendering selections before a sympathetic yet critical audience, and also the privilege of hearing others give their interpretations.

12. Repertoire. *One hour.* Listening to interpretation of selections by others. Practice in rendering different forms of literature, including short story, monologue, lyric poetry, and dramatic composition with criticism and suggestions. One lesson per week, first semester.

13. Repertoire. *One hour.* Continuation of Course 12, which is a prerequisite. One lesson per week, second semester.

VI. POETICAL INTERPRETATION.

An interpretative study is made of characteristic poems of the best writers of English verse.

14. Poetical Interpretation. *One hour.* Studies from Longfellow, Lowell, and Whittier, etc., with interpretation and rendering. One lesson per week, first semester.

15. Poetical Interpretation. *Two hours.* Studies from Tennyson, Browning, and Kipling, with interpretation and rendering. Prerequisite: Course 14. Two lessons per week, first semester.

VII. ORATORY AND EXTEMPORANEOUS SPEAKING.

The aim is to develop speakers whose style shall be simple and best oration enlarges the pupil's vocabulary, purifies his diction and natural and, when occasion requires, powerful. The rendering of the presents high ideals of style. In extemporaneous speaking each pupil is given opportunity to speak on a variety of subjects, but always with a definite purpose in view.

16. Oratory and Extemporaneous Speaking. *Two hours.* Analysis and delivery of selections from great orators. Essentials of effectiveness in all departments of speaking; business, social and public. Practice in delivering speeches for the accomplishment of specific and and varied purposes. The gaining and holding of audiences, the logical arrangement of subject matter, and the use of illustration and effective climaxes will receive especial attention. Two lessons per week, second semester.

VIII. PRIVATE STUDY.

18. Private Lessons. *Three hours.* Selections adapted to the student's growth and suitable for public presentation will be prescribed and will receive the individual attention of the instructor. One lesson per week, first semester.

19. Private Lessons. *Three hours.* Continuation of Course 18, which is a prerequisite. One lesson per week, second semester.

20. Private Lessons. *Three hours.* Continuation of Course 19, which is a prerequisite. One lesson per week, second semester.

21. Private Lessons. *Three hours.* Continuation of Course 20, which is a prerequisite. One lesson per week, second semester.

IX. PHYSICAL CULTURE.

Regular courses in Physical Culture will be given throughout the year. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German Systems of free movement and light gymnastics.

I. The aim of the first year's work is to acquire a symmetrical development of the body as a basis of health and grace. The general work includes Indian clubs, dumb-bells, wands, ball and pool drills, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of the muscles and to secure freedom of bodily action. (*Three hours.*)

II. The second year's work is a natural outgrowth of the first and embraces training in the artistic and aesthetic forms of Physical Culture.

The object of this year's work is the development of the individual in the harmony of movement of the body, united with the power of unconscious and spontaneous physical expression, blended with ease and grace of bodily poise. Special attention will be given to the laws of physical expression as related to esture, attitude and bearing. (*Three hours.*)

Rates for instruction in all courses in this department per semester:

Private lessons, two hours per week, per semester	$35.00
Private lessons, one hour per week, per semester	18.00
Private coaching lessons (40 minutes)	1.00
Class lessons, two per week (one hour), per semester for first four hours	4.00
For each succeeding	5.00
Class Physical Culture (three Hours), per semester	5.00

COURSE OF STUDY

First Year

First Semester.	Hours.	Second Semester.	Hours.
English	4	English	4
Elective	4	Elective	4
Oral Experssion (3)	2	Oral Expression (4)	2
Voice Culture (1)	2	Voice Culture (2)	2
Life Study and Personation (7)	2	Drama (8)	2
American Poets (14)	1	Story Telling (11)	2
Public Speaking (A)	2	Public Speaking (B)	2
Private Lessons (18) 1 per week	3	Private Lessons (19)	3
Physical Culture	3	Physical Culture	3

Second Year

First Semester.	Hours.	Second Semester.	Hours.
English	4	English	4
Elective	4	Elective	4
Debate (A)	2	Debate (B)	2
Oral Expression (5)	2	Oral Expression (6)	2
Drama (9)	2	Drama (10)	2
Repertoire (12)	1	Repertoire (13)	1
British Poets (15)	2	Oratory and Extemporaneous Speaking (16)	2
Private Lessons (20) 1 per week	3	Private Lessons (21)	3
Physical Culture	3	Physical Culture	3

THE SUMMER SESSION

ELLSWORTH LOWRY, A. M., Director

June 12 to August 19

A Summer Session including nearly all departments of the university is annually held during the months of June, July and August. For the past two years the Big Five Counties have joined here in Summer School. That teachers of these counties, and others, may secure twelve weeks of normal training, the Summer School will now continue for ten weeks, six days per week.

The Thirteenth Summer Session will meet from June 12 to August 19, 1916.

The Faculty is composed of members of the regular College Faculty, directors of the various schools of the arts, and special instructors engaged for the summer to give additional courses in subjects not taught during the other sessions of the University.

College Credit is likewise given for collegiate subjects; some of the classes meet twice daily and do double work.

Courses in Normal and in Pedagogy meet the requirements of the Board of Examiners for State Teachers' Certificates, and count for graduation in either Normal Course or College Course.

Special Teachers' Courses in Music and Art are offered. Special courses for training teachers for the rural schools.

Teachers' Review Courses for both high school and grade teachers in the various subjects of high school and grade school are arranged for those who desire to fit themselves for the very best positions in our schools.

Special Primary Work is arranged for the Summer Session.

Twelve hours of College credit can be earned during the Summer School.

This enables students to complete a four-year college course in three years, or a two-year normal course in five summer schools.

The Summer School is therefore designed to meet the needs of the following classes of students:

1. School principals, superintendents, special teachers and graduate students who wish to pursue special or pedagogical courses.

2. Teachers who are not graduates of College or of Normal and who wish to use the summer months to secure credit for graduation.

3. College and preparatory students who are deficient or conditioned and wish to secure higher classification than their present credits give them.

4. Young people preparing for teaching who wish the Review Courses preparatory to the examination.

5. Teachers of Primary Grades who wish to keep in touch with the best methods of the times.

Tests for all grades of certificates under the new state law are given at Fayette the last of June and at the close of the Summer Session. The tests are held in the class-rooms of the University.

For full information write for special *Bulletin of the Summer Session.*

ANNOUNCEMENTS

Sub-Collegiate Courses

In order to accommodate students who have not completed the full fifteen units of preparatory work necessary to entrance into the Freshman class, sub-collegiate classes in English, Science, Mathematics and the Languages will be formed. This is done for the special accommodation of those who have completed a two-year or three-year high school course at home. Write for information.

There are also students who have passed by the high-school age and desire the full four years' Academy Course. The President of the College invites correspondence from such.

GENERAL INFORMATION

HISTORY

Among the early pioneers to Northeastern Iowa were Col. Robert Alexander and Mr. Samuel H. Robertson, his son-in-law. For years these men, counselling with other godly pioneers, planned and wrought for a Christian college in this region. Fayette was chosen as the place therefor. Col. Alexander and Mr. Robertson gave the ground, and, in the winter of 1854, the contract was let for the erection of the first building of the institution, to be fifty feet by one hundred, three stories high, and of cut stone. That building, known first as Seminary Hall, and now as College Hall, was in process of erection during the summers of 1855 and 1856, and was finally completed in 1857. September 26, 1855, at the session of the Iowa Conference, which then extended over the entire state, Fayette Seminary was placed under Church direction, a new board of trustees, eighteen in number, being elected.

The first term of Fayette Seminary opened January 7, 1857, under the principalship of the Rev. Wm. H. Poor; the second term opened May 28. Mr. Poor having resigned, the Rev. Nathan C. Cornell, a teacher under Mr. Poor, was placed in charge. The first full academic year opened September 17, 1857, with the Rev. Lucius H. Bugbee, A. M., as principal. During the previous two terms nothing but common school work had been done, but now classes in Latin, Greek and other preparatory studies were formed. The first commencement was held on July 15, 1858. At the meeting of the Board of Trustees, held on the same day, the incorporation changed its form to that of Upper Iowa University, which change was legalized by the Legislature of Iowa, February 17, 1862. The Rev. L. H. Bugbee was elected president during the next summer and July 21, 1859, was formally inaugurated President of Upper Iowa University. President Bugbee was a man of rare qualities; an inspirer of youth; as loving and tender as a mother; a disciplin-

arian of the strictest order, he controlled without seeming to govern, his mere suggestion being sought and implicitly obeyed. April 21, 1860, he resigned, and the Rev. Wm. Brush, A. M., D. D., was placed in charge, and in July following was elected president, which position he held till June, 1869.

President Brush was a man of great natural ability and force of character, with immense reserve power in times of emergency; and emergencies were not infrequent. Nearly an entire company was enlisted from among the students in 1861, and large contributions of volunteers were made at various times later during the war; and during nearly the entire period he assumed all the financial responsibility of the school. In 1865-6 an effort was made to secure an endowment, and about $40.000 was obtained in subscription notes; but the shrinking of values and the great emigration westward, both following the close of the war, rendered a large portion of them valueless.

The Rev. Charles N. Stowers, A. M., succeeded Dr. Brush as president, remaining one year. Byron W. McLain, A. M., who had taught natural science very successfully two years preceding, was made acting president the two years next following. In 1872, the Rev. Roderick Norton, A. M., then pastor at Fayette, was elected president, he performing the duties of both positions. The frequent changes of administration were not conducive to growth. President Norton resigned shortly after the opening of the fall term of 1873, and the Rev. John W. Bissell, A. M., then teaching Science, was made acting president, and in June, 1874,was made president.

The outlook was not assuring, but with patient faith and increasing labor he began to build. Slowly, but surely, confidence came back. The first ten years was a decade of internal growth. Then came a decade of expansion; three buildings were erected; the attendance of students doubled; graduating classes increased sevenfold; able instructors with permanency of tenure characterized the faculty; there was a substantial increase in the endowment, and an absolute freedom from debt. South Hall was erected in 1884; North Hall, now known as Science Hall, followed in 1887, and the new chapel in 1890. The Christian Association collected the funds and built the gymnasium in 1892.

After twenty-eight years of successful administration, Dr. Bissell yielded the reins in 1899 to the Rev. Guy P. Benton, A. M., Vice-President John William Dickman, A. M., having been acting president *ad interim*. Dr. Benton retired from the presidency in 1902, and the Rev. Thomas J. Bassett, D. D., was called to fill the place. In June, 1905, Dr. Bassett resigned, and Professor Arthur E. Bennett, A. M., Pd. D., was elected acting president. In August, 1905, the Rev. William Arnold Shanklin, A. M., D. D., was elected president, and entered upon his duties in October, 1905. In June, 1909, upon the resignation of Pres. ident Shanklin to become president of Wesleyan University, Richard Watson Cooper, Professor of English Literature in Hamline University, was elected president.

The Presidents of Upper Iowa University:

W. H. Poor, 1857.
L. H. Bugbee, 1857-60.
William Brush, 1860-69.
C. N. Stowers, 1869-70.
R. Norton, 1872-73.
J. W. Bissell, 1873-9.
Guy P. Benton, 1899-02.
T. J. Bassett, 1902-05.
W. A. Shanklin, 1905-09.
R. W. Cooper, 1909-16.

The first class to be graduated from the collegiate department of the institution was that of 1862, consisting of Jason Lee Paine and John E. Clough. Since 1857 more than seven thousand students have been enrolled; six hundred eleven have graduated from College, two thousand twenty-one of whom have been women and three hundred ninety men.

ORGANIZATION

The corporation, known as "The Upper Iowa University," has the power of receiving, holding and administering funds, appointing the Faculty, conferring degrees, and making laws for the government of the College. The Board consists of the President of the College *ex-fficio* and three classes of Trustees elected for the term of three years. According to the Articles

of Incorporation adopted by the Board of Trustees in June, 1911, the membership of the Board of Trustees must never be less than twenty and may be as many as forty. The Trustees are nominated by the Board and confirmed by the Upper Iowa Conference. The Alumni Association has been granted the right to nominate two members each year, which nomination is received by the Board of Trustees and passed upon by them.

The presidents of the Board of Trustees have been H. S. Bronson, thirteen years; Levi Fuller, eighteen years; Elias Skinner, two years; C. C. Parker, one year; John Webb, two years; W. B. Lakin, one year; R. W. Keeler, six years; Bishop C. D. Foss, one year; Samuel B. Zeigler, three years; Quintus C. Babcock, ten years; Charles G. Shade, one year and N. A. Mershon, one year.

The Ladies' Professorship Association is an incorporate body, with power to raise and invest funds for the endowment of a chair to be filled by a woman. The chair elected to be filled for the current year is the Chair of English. The officers and membership of the Association will be found on pages 95-96.

The Alumni Association is composed of graduates of the College of Liberal Arts. It has for its main object the endowment of one or more Chairs in the College. The funds are controlled by a board of three directors, elected for three years. Three members of the Association, together with the President of the College, nominate a person to fill the chair supported by this fund, which is at present the Chair of Biology.

The Custodians of the Endowment constitute a committee of five members elected for a period of five years. The members are selected with special reference to their business qualifications. Their duties are carefully to guard the funds, to see that they are securely invested, to collect and pay all interest to the Treasurer of the Board of Trustees, and to report the condition of the endowment at the annual meeting of the Board of Trustees. At present the Board of Custodians is limited to farm securities in Iowa, which must be worth twice the amount loaned, exclusive of buildings; and no loan can be made without the consent of three members, and not then if any member objects. It is believed that the methods are wise and safe and

that not a dollar will ever be lost. Friends may make donations to the endowment with the most perfect assurance that their gift will be zealously guarded and kept intact forever.

We invite *those who have funds to invest* where they will do good for all time, to examine the plan which has been adopted by this College after many years of experience. Those who have money and property and desire to be relieved of the care and anxiety connected with the investing of the same, can entrust it to the Board of Custodians, who will pay them an annual or semi-annual interest as long as they live, with the understanding that the property reverts to the College at their death, to be kept as a permanent fund.

LOCATION

Upper Iowa University is situated at Fayette, Fayette County, Iowa, on the Chicago, Milwaukee and St. Paul Railway between St. Paul, Minnesota, and Cedar Rapids, Iowa, two hundred and six miles south of St. Paul, ninety miles north of Cedar Rapids, one hundred and twenty-eight miles north of Davenport, and seventy-five miles northwest of Dubuque. The Cedar Rapids and Decorah branch of the Chicago, Rock Island and Pacific Railway runs within five miles, connecting with Fayette by stage from Randalia. The Chicago Great Western Railway connects with the Milwaukee road leading to Fayette at Oneida Junction, thirty-four miles south of Fayette. The main line of the Illinois Central Railway crosses the same branch of the Milwaukee road at Delaware, thirty-nine miles south of Fayette. The Manchester and Oneida Railway connects Manchester and other points on the Illinois Central Railway with the Chicago, Milwaukee & St. Paul at Oneida Junction, giving immediate connection to and from Fayette. Students from Northeastern Iowa, Southern Wisconsin and Southern Minnesota will most readily reach Fayette by way of the Milwaukee road. Those in Northern and Central Iowa will take either the Milwaukee road or the Illinois Central and Chicago Great Western, connecting at the points above referred to. Students upon the Northwestern road will find it convenient to change at Cedar Rapids either to the Milwaukee road or the Rock Island.

Fayette is a beautiful town of about fifteen hundred population. It was designed by its founders to be a center of religious and educational influence. This purpose, kept steadily in view, has attracted families of culture and intelligence. The town is one of the most healthful in Iowa, and has never had a liquor saloon or gaming resort.

CAMPUS AND BUILDINGS

The College Campus of fourteen acres is situated on a magnificent hill-top in the heart of the town.

There are now seven buildings on the campus:

(1) College Hall contains the major portion of the recitation rooms and the music and art departments. This historic old building, the first one erected upon the campus, is a fine specimen of pure colonial architecture.

(2) South Hall offers a home for forty young women and dining-room for one hundred boarders.

(3) Science Hall contains the laboratories and lecture rooms of the departments of chemistry, physics, zoology, botany, geology and the museum. See pages 80 and 81.

(4) Chapel, used for the daily chapel service, lectures, public and musical entertainments. The basement of this building contains the recitation rooms and offices of the Business school.

(5) The Gymnasium, erected by the Christian Associations, has a good equipment for physical training. See page 83.

(6) The Observatory, a small building erected in the eighties, contains a five-inch Alvin Clark telescope.

(7) The "David B. Henderson Library," the gift of Andrew Carnegie in memory of this former son of Upper Iowa University.

THE LIBRARY

For many years the library was housed in College Hall. It was long evident that a modern adequate library building was needed. In January, 1901, Mr. Andrew Carnegie gave funds for the purpose of erecting a modern building, stipulating only that it should bear the name of Colonel David Bremner Hen-

derson, Ex-Speaker of the National House of Representatives, an honored alumnus of Upper Iowa University.

This building, which is two stories above a high basement, is constructed of light pressed brick trimmed with Niagara stone. It is eighty-seven feet long by seventy feet broad, with a commodious stack room in the rear. It provides large reading rooms, adequate cloak and store rooms, and also two lecture rooms. It also furnishes two fine literary society halls.

The library contains about fourteen thousand volumes; and the books are classical according to improved library methods.

A large number of the best periodicals, including leading Iowa and Chicago newspapers, are currently received.

The reading room in the library is open every week day from 8 to 12 and from 1:30 to 5:30, excepting Monday when it is not open until 9. As occasions demand the reading room is open in the evenings.

LABORATORIES AND MUSEUM

The Biological Laboratories. The entire second floor of Science Hall is devoted to the work in Botany. In addition to the class-room there are commodious and well-lighted laboratories for both elementary and advanced classes, a private laboratory for the Professor, and above rooms. The laboratories are equipped with work tables, a set of individual drawers for the use of students, water and electric lights.

The first year laboratory has sufficient tables to accommodate about twenty-five students at one time, while the advanced laboratories are so arranged as to give each student an individual table.

The equipment consists of microscopes, both simple and compound, of Bausch and Lomb and Leitz makes, a Zimmermann rotary microtome, hand microtome, microscope accessories such as cameralucida, and micrometers, sterilizing oven, glassware, reagents and other equipment for histological work and anatomical models, and preparations. There is also a projection lantern and a series of slides. New equipment is added from time to time to meet new demands upon the laboratory.

A departmental library is maintained in which is found a number of carefully selected reference works, the number of which is increased from year to year. The laboratory receives regularly the "American Naturalist," "Biological Bulletin," magazines.

The herbarium contains about one thousand sheets of spermataphyta, a large proportion of which formed the heroarium of the late Dr. C. C. Parker. This collection is especially rich in local species. The lower plants are also represented by specimens from various localities. The zoological collection contains representatives of the various phyla of animals, but as many of the specimens belong to the museum they will be mentioned in greater detail in that connection.

The Chemical Laboratory is situated on the first floor of Science Hall on the east side, it and the chemistry store-room occupying about half of this floor, while in an adjoining room is the Department Library containing several hundred volumes. These include text-books and laboratory manuals for the different divisions of the subject; various works for reference, both of a general nature and dealing with special phases of the subject, or its applications and development. Numbers of the Journal of the American Chemical Society are regularly received, also, monthly numbers of the Chemical Abstracts, and monthly numbers of Chemical Engineering Journal. The laboratory contains forty desks, at each of which is supplied to the individual such apparatus as he needs for his course and which is replaced or increased as needed from the store-room stock. Each student has at his place of work both gas and water, as well as a sink connection, and the lighting of the laboratory is adequate for even the darker days, or the evening work. During the year a new laboratory has been added to the equipment. It consists of a finely finished solid oak construction table made to accommodate sixteen additional students and is being used for advanced students in the department. It is equipped with two soapstone sinks and several Chapman pumps to be used in filtering.

The Physical Laboratory and the physics store-room are situated on the west side of the first floor of Science Hall. The

laboratory is fitted with gas and water, and with arrangements for darkening for the study of optical phenomena. Apparatus and materials needed by the students for experimentation and measurements are kept in cabinets in the laboratory and in the store-room which is immediately adjacent to it. The laboratory can accomodate about twenty-five students working at one time. During the past year one thousand dollars in new apparatus has been installed. This includes many new pieces to be used in mechanics, heat, electricity, sound and light. The collection includes an Atwood machine; laws of impact apparatus; composition of force table; demonstration balance; reading telescope; Youngs Modulus apparatus; Inertia apparatus; Torsion apparatus; Centrifugal force apparatus; Water motor; Boyles Law apparatus; Air thermometer; Law of cooling apparatus; A Magnetometer; Earth Inductor; Apparatus for mapping electrical fields of force; A Braun's Electrometer; Voltameters; Several New galvanometers; Post office resistance box; Rheostats; Electric calorimeter; Temperature coefficient apparatus; Standard mica condensers; Ammeters and voltmeters; Sound reflectors; Lummer-Brodhun photometer; Diffraction gratings; Spectrometer; Spectroscope; Noerrenberg Polarisation apparatus and other pieces. In the Departmental Library are to be found quite a number of volumes, including various text-books and laboratory manuals, and books and pamphlets on various phases of the subject and its application, and also some periodicals.

The Museum occupies the third floor of Science Hall. The collections are chiefly zoological, geological and objects of ethnological and historic interest. Many of the specimens were received from the Smithsonian Institute, while other important collections represent the work of members of the faculty and student body, or were donated by friends of the College.

The zoological collections contain numerous marine fish and invertebrates, mounted birds and mammals, a collection of insects, and other specimens which are a valuable adjunct to the laboratory equipment. Of the collections which deserve especial notice are a fine series of birds' eggs, chiefly local, and a good working concological collection.

The geological collection includes a good working series of minerals and rock forms, and materials for the study of dynam-

ical and structural geology. The common Devonian and Silurian fossils of Iowa are well represented. There is also a valuable series of fossil plants from the carboniferous of Pennsylvania.

Besides a series of casts of North American Indian implements the anthropological collections deserving mention are a series of specimens from New Mexico donated by Dr. A. E. Bennett, and a collection of domestic utensils, fabrics, wearing apparel, musical instruments and weapons of warfare from the Philippine Islands. This last collection is the gift of the Rev. Ernest S. Lyon.

GYMNASIUM AND ATHLETICS

The purpose of this department is to cultivate in the student a sound and strong physique—one that will serve as a physical foundation for a vigorous and useful life.

It offers the students the use of a gymnasium erected by the Young Men's Christian Association. The basket-ball floor has this year been enlarged to 70 x 36 feet.

Superior work is also done in basketball, and excellent teams are maintained.

The outdoor work consists of football, baseball and field and track athletics.

The southeast quarter of the campus has been set apart for this purpose, and the one-quarter-mile track and athletic grounds are in prime condition.

The control of athletics is vested in a Board composed of four college classes and a resident alumnus of the College. The Board is incorporated and holds regular monthly meetings. It is thoroughly awake to the great benefits of athletics, as it is also to the tendency toward "professionalism," and, while it strives to maintain a healthy and lively interest in physical training, it guards against the attendant evils.

In the spring of 1911 the student body petitioned the Board of Trustees to collect, through the Registrar's office, at the opening of each semester, an athletic fee from every student to be used for the support of athletics. They voluntarily agreed to make that fee $5.00 for the year 1910-11, and asked that the same fee be collected for the year 1911-12. At the meeting of

the Board ofTrustees in June the petition of the students was granted, and the Registrar instructed to collect the student activity fee of $2.50 each semester, which would give free entrance to every student to all athletic contests and to all intercollegiate debates.

Board of Athletic Control

Professor L. Oncley, chairman; Hugh Parker, secretary; J. W. Dickman, Treasurer; Professor Gilmer; J. E. Dorman; Loyd Tireman; Clement Letich; George Woodard.

Officers of Athletic Teams

J. E. Dorman, general manager; Loyd Tireman, captain basketball team; Hugh Parker, captain football team; Herman H. Eelkema, captain baseball team; Harold Simar, captain track athletic team.

RELIGIOUS CULTURE

The College was founded by Christian men,—men who believed that the highest development of the mind can be secured only under the elevating influence of the Bible, and that real success in life cannot be reached apart from an unwavering loyalty to the great principles of Christianity. Throughout fifty years the College has been true to the ideal of her founders. It is under the patronage of the Upper Iowa Conference of the Methodist Episcopal Church.

A Devotional Service is conducted daily, except Monday, in the College Chapel, at which all the sutdents are expected to be present. On Sunday they are expected to attend one service at one of the churches in town.

A Vesper Service is held every Tuesday evening, conducted by the President, or, in his absence, by some member of the Faculty.

A Convocation Service is held at regular intervals during the academic year, at which the President or some prominent minister preaches to the entire college body.

There are in the College two Christian Associations, one composed of young men; the other of young women. These associations are strong factors in the religious activity of the students. Each holds a weekly prayer service.

The Young Women's Christian Association meets on Saturday evening, and the Young Men's Christian Association on Thursday evening.

During all its history, the College has exerted a potent religious influence, so that very few have been graduated who have not been earnest Christians.

GOVERNMENT

All final authority rests with the Faculty. The conduct of the students, places of residence, contests, entertainments, social engagements, publications, and forms of organization are all under the supervision of the Faculty.

But the authorities of the College desire to encourage the spirit of self-government among the students, and all organizations tending to foster this spirit among them receive the personal encouragement of the Faculty. It is our aim to secure, as far as possible, such conditions of life as shall tend most to development of the students.

STUDENT-ORGANIZATIONS

The Young Men's Christian Association holds a regular devotional meeting each Thursday evening. It is the earnest desire of the Association to arouse its members to a higher standard of Christian experience and to induce all students to become Christians. It also has special classes organized for Bible and missionary study under efficient teachers. The motto of the Association, "Spirit, Mind and Body," is also carried out by means of classes in the gymnasium. Young men coming to the College for the first time will receive a cordial welcome from the members of the Association. Committees wearing the badge of the Association meet all trains and stages at the opening of each term, and will be pleased to furnish any information or help that may be desired.

The Young Women's Christian Association, whose object is the development of Christian character in its members and the prosecution of Christian work, principally among the young women of the College, was organized in Upper Iowa University in September, 1885. Since that time the Association work has been carried on by strong Christian young women, who have grown to appreciate the responsibility and at the same time the possibilities of the Christian element in College life. This is led by the young women of the Association and is a great source of strength and inspiration. Bible study, one of the most important phases of Association work, is carried on with success. Scarcely less important than Bible study is the missionary work, which is zealously pushed forward by the combined effort and co-operation of the two Christian Associations. The Associations are supporting a native pastor in India and aiding a Japanese alumnus of the College in his further preparation for teaching God's Word in his native land. At least once each term a reception for the young women of the College is held, besides a general reception which is held in the library. It is the aim of the Association to reach every young woman who enters the College.

Literary Societies. The students in the College of Liberal Arts are organized into four literary societies,—The Philomathean, organized in 1857, and the Zethegathean, organized in 1861, for young men; and the Aonia, organized in 1857, and the Zeta Alpha, organized in 1882, for young women. These societies occupy handsomely furnished halls in the David B. Henderson Library Building. The purpose of these societies is to produce skill in parliamentary law, debate, writing, oratory, and other literary work.

Debates. A prominent feature of the life in the College is the attention which students give to debates. Frequent contests take place in the literary societies. The great home contest of the year is the series of preliminary debates leading to the selection of the teams for the inter-collgiate contests. For the best debater in College, Mr. Robert W. Boyce, of Seattle, Wash., offers a prize of twenty-five dollars. A compact has been entered into with Simpson College and Iowa Wesleyan, in

accordance with which three inter-collegiate debates are held upon the same evening and upon the same objects; one at Iowa Wesleyan, one at Simpson, and one at Upper Iowa. The subject for the present year was: "Resolved, That the Short Ballot should be adopted in State, County, and Municipal Elections." These three debates call for at least eight good men.

The Collegian, established in 1883, a weekly news sheet, is our College student publication.

PRIZES

The Sarah Houghton Fawcett Prize of Fifty Dollars, founded by the late Rev. William Fawcett, D. D., in memory of his deceased wife, Mrs. Sarah Houghton Fawcett, is awarded annually for the best English oration, matter, style and delivery being taken into account. The orations are limited to two thousand words and must be submitted to the Professor of English at least two weeks before the contests. The contest is held in the fall of the year, and the winner is the representative of the College at the inter-collegiate contest. The prize is open to students. Mr. Geo. H. Potter won the prize in 1915-16.

The Mrs. Levi Fuller Prize. The Hon. Levy Fuller, M. D., deceased, for many years the honored President of the Board of Trustees, established in memory of his beloved wife an annual prize of fifty dollars for excellence in oratory. This prize is continued as an annual donation by his son, the Hon. W. E. Fuller, of West Union. The donor makes it a condition of the gift that at least five orations shall be entered in the contest and the prize should be divided into three parts. The orations must be in the hands of the Professor of English by May 10th. A. W. Tongue, Edward Robbins and Sara K. Taudwin won the prizes in 1915.

The Kenyon Scholarship Prize. Mrs. Wm. S. Kenyon, of Fort Dodge, wife of United States Senator Wm. S. Kenyon, will annually offer a prize of Fifty Dollars for excellence in Scholarship. The prize will be awarded at each Commencement to that member of the graduating class who has attained the highest average standing in Scholarship during the four years

of the college course. The prize for 1915 was awarded to Marjory Adell Hendee.

The Joseph F. Cass Scholarship Prize. Mr. Joseph F. Cass has established a scholarship prize open to all students of the College of Liberal Arts. It is the purpose of Mr. Cass to aid the winner of this prize by providing a trip of educationel value. The prize covers railway fare to some points of exceptional interest and $5.00 a day for expense during the trip. Last year the prize was won by Hugh Parker of Fayette, and consisted of a trip to Yellowstone National Park.

The John Andrew Holmes Prize. The Rev. John A. Holmes, '95, has established a prize of twenty-five dollars for excellence in training leading to good citizenship. This contest is open to all students of the College of Liberal Arts. This contest is to take place before the fall elections.

The Iowa Sons of the American Revolution Medal. A medal is awarded by the Iowa Sons of the American Revolution to the student having the best standing in American History. The winner in 1915 was Mr. Donald Deniston.

The Mrs. J. H. Boyce Prize. Mr. Robert Wilber Boyce of Seattle, Wash., has established a prize in the honor of his mother, Mrs. J. H. Boyce, of Fayette, Iowa, for the best debater in College. The conditions under which the contest is to be held and the prize awarded is left to be determined by the Faculty of the College. The prize was held in December of 1915. The winner was Mr. Donald Deniston.

SUGGESTIONS TO NEW STUDENTS

1. Students living on the main line of the Chicago, Milwaukee & St. Paul Railway, in Iowa, come direct to Fayette from either the north or south. Those living on the "Volga Branch" of this same road should drive from Lima, five miles east of Fayette. Randalia, on the Chicago, Rock Island and Pacific Railway, five miles to the west, runs a stage line to Fayette. All who come by the Illinois Central should change at Delaware, or at Manchester, and again at Oneida Junction, while those living on the Chicago Great Western Railway may change either at Oneida Junction or at New Hampton.

2. A student coming from another college should bring a letter of honorable dismissal. The College aims to maintain a high standard of conduct for the good of all its students. In order to protect those committed to its care, it promptly withdraws its privileges from students who refuse to conduct themselves as honorable men and women, or who disgrace the customs prevailing or the regulations announced from time to time as essential to the well-being of all.

3. Each student should bring his certificate of scholarship. The standard of admission to College is uniform throughout the State. Graduates from high schools of academies, whether such schools be fully or partially accredited, may obtain a blank on which the principal of the school will make a record of all work done. The text-book used, the number of terms of semesters studied, the number of hours per week and the grade will be given. These blanks may be obtained from the President or the Registrar by writing a request for them. These certificates are accepted in lieu of examination in all work to which they certify. New students should not fail to bring this certificate, as it will save much time and trouble.

4. Members of the Reception Committee of the Young Men's and Young Women's Christian Association will meet all trains and stages during the opening of the Fall term to greet new students and look after their welfare. Rely on them for any needed information. Call on them and make their hall your headquarters until you are settled.

5. During the week in which the term opens, the President's office, in the David E. Henderson Library Building, will be open from 9 A. M. to 12 M. and from 1 to 5 P. M. Every new student should go first to the President's office and secure the matriculation card. He should then pass to the Registration Committee, where his credits will be canvassed and work assigned. He will then pass to the Treasurer and pay his tuition fee, whereupon he is admitted to all the privileges of the College.

EXPENSES

An education can be secured here at about one-half what it costs at many colleges. How to bring the expenses within the reach of most young men and women has been seriously considered by those in charge of the material interest of the College. A dining-hall is maintained in connection with the ladies' dormitory under most efficient management. The dining-room furnishes good, wholesome food at $3.00 per week. Many of the students take their meals at this hall. There are many dining-rooms in town where board can be had for from $3.00 to $3.50 per week. Young women rooming in private families may take meals in South Hall.

SOUTH HALL

South Hall, conveniently situated on the campus, furnishes pleasant accommodations for about forty young women. The building is steam heated and lighted by electricity, and is provided with a bath-room with hot and cold water and other modern conveniences.

Each room is 12 x14 with closet 3 x 7, and provided with sanitary cot, table, chairs, rug, pillow cases and sheets. Each young woman should provide one blanket, one comforter, one spread, one pillow, napkins and napkin ring, towels, and bring such other articles as taste may dictate.

The young women of the Hall are under the direction of the Dean of Women.

The rent for rooms at South Hall varies according to location, from $13 to $18 for each occupant when two persons occupy the room. Steam heat for each room is $5.00 for each semester for each occupant. Students desiring electric lights will be charged per month for each light and furnish their own bulbs. Any damage to furniture must be paid by occupant of room.

These rooms, centrally situated, well-lighted, ventilated and heated, are the most attractive in town. It is the aim of the College to create such conditions as will make this hall desirable

for young women seeking an education. Application for rooms should be made to the Dean of Women as early as possible, preference being given to students in order of application.

No room is rented for less than a semester. Rooms will be regarded as engaged and held for young women only upon a payment of a deposit of $5.00. Those persons engaged first will have choice of rooms.

In connection with the Hall there is a dining room where good board may be had for $3.00 a week. No refund is made for absence for a fractional part of a week.

TUITION AND FEES

COLLEGE, ACADEMY, AND SCHOOL OF EDUCATION

Tuition and Incidental Fee—College; each semester	$30.00
Tuition and Incidental Fee—Academy; each semester	24.00

SPECIAL

Laboratory Fee—College Chemistry	$ 6.00
Laboratory Fee—College Physics	3.00
Laboratory Fee—College Botany	2.50
Laboratory Fee—College Zoology	2.50
Laboratory Fee—Plant Physiology	1.50
Laboratory Fee—College Physiology	1.50
Laboratory Fee—Domestic Science	4.00
Laboratory Fee—Geology	1.50
Laboratory Fee—Psychology	1.50
Laboratory Fee—Academy Physics	2.00
Laboratory Fee—Academy, Biology and Botany	1.50
Student Activity Fee for Athletic and Literary Contests	2.50
Fee at Graduation	5.00
Fee for Master's Degree	10.00

MUSIC

Piano, Organ, Voice and Violin, one private lesson a week; each semester	$27.50
Piano, Organ, Voice and Violin, two private lessons a week; each half semester	14.00

Piano, Organ, Voice and Violin, two private lessons a week; each semester	15.00
Piano, Organ, Voice and Violin, one private lesson a week; each half semester	8.00
Harmony, History and Theory, class lessons, weekly; each semester	8.00
Chorus, Vocal Drill; each semester	2.50
Rent of Piano per semester, one hour daily	3.00

ORATORY

(Private Instruction)

Single private lesson, each (40 minutes)	$ 1.00
One each week during each semester (one hour)	18.00
Two each week during each semester (two hours)	35.00

(Class Lessons)

Two hours each week during each semester	$ 5.00
Physical Culture (three hours) each semester	5.00

A registration fee of $1.00 per semester will be charged each student, but this will be remitted to all who register before the close of the second day of the term.

A library fee of $1.00 per semester is charged each student.

A charge of $1.00 will be made for special examinations.

Students carrying as much as twelve hours in the College, or in the Academy, or School of Educatoin, will be charged full tuition. Students carrying less than the above amount will be charged at the rate of $2.00 per hour in the College, or $1.50 per hour in the Academy or School of Education.

Students desiring to take more than regular work will be charged for the same at the rate of $2.00 per hour for a study in the College and $1.50 per hour in the Academy.

Students in the School of Education pursuing College courses will be charged College tuition.

When students register before the middle of a semester they shall pay in full the usual charges. If they enter at or after the middle of the semester they shall pay one-half.

When students leave College before the middle of a semester, one-half the tuition, etc., shall be refunded. In case of temporary absence and subsequent return, although the absence be for more than half a semester, no such rebate shall be granted.

Ordained ministers and deaconesses, and children of ordained ministers, are granted half rates on regular College and Academy and School of Education tuition and incidental fees.

SCHOLARSHIPS

The following scholarships, endowed with $1,000 each, have been established for the purpose of educating worthy young men and women:

The George H. and Lavinia C. Garrison Scholarship, established by the persons named.

The Mrs. S. J. Lorimer Scholarship, established by the uerson named.

Trustees' Scholarships. Sixteen honor scholarships are provided by the Board of Trustees, to be granted to honor graduates of high schools in Iowa.

DEGREES AND DIPLOMAS

DEGREES

Bachelor of Arts

Baskerville, Roberta Francetta	Earlville
Brause, Clifford A.	Elgin
Follett, Walter C.	Clermont
Graham, J. H.	Clermont
Goocher, Maude	Cresco
Hendee, Marjorie Adell	Fayette
Kofske, Harry B.	Waterloo
McSweeny, John	Westgate
Norton, Arthur D.	St. Ansgar
Phillips, David Pollock	Center Junction
Phillips, William V.	Center Junction
Probasco, Abbie	Arlington
Rabe, Will C.	Alta Vista
Rueggenmeier, Cora Mary	Waukon
Schwandt, Clara Marie	Rosendale, Wis.
Shaffer, Lloyd	Anamosa
Smith, Norma P.	Fayette
Tongue, Alfred W.	Maynard
Wheeler, Hazel M.	Edgewood

MASTER OF ARTS

Robert Tipton	Williamsburg

DIPLOMAS

The School of Music

Berg, Florence M.	Elgin
Burkhart, Hazel	Hawkeye
Peterson, Pearl	Washington
Rabe, Mabel	Alta Vista
Waltz, Marguerite, R.	Madison, Ind.

HONORARY DEGREES

Doctor of Divinity

Frank P. Shaffer	Oelwein
Frank Q. Brown	Fayette

ORGANIZATIONS

The General Association of Alumni

FORREST B. CLAXTON, '10	President
WILLIAM GALBRETH, '14	Vice-President
MAYME HURD, PH. B., '05	Corresponding Secretary
ELEANOR GARRISON, A. B., '13	Recording Secretary
J. W. DICKMAN, A. M., SC. D., '88	Treasurer
O. W. STEVENSON, PH. B., LL. B., '01	Director
Term expires in 1916.	
F. W. BAKER, PH. B., '93	Director
Term expires in 1917.	
LEO C. STONE, B. S., '03	Director
Term expires in 1918.	
J. E. DORMAN, B. S., '00	Member of Board of Control

The Chicago Association

*JAMES B. McFATRICH, A. M., M. D., '83	President
HENRY F. KLING, A. M., SC. D., '83	Secretary

*Deceased.

The Minneapolis-St. Paul Association

DR. ALICE SIMPSON, 815 6th St., S. E. Minneapolis	President
MRS. EFFIE G. ENCHES, 3824 Park Ave., "	Vice-President
GEORGE A. NICHOLS, 106 1st Ave., South, "	Secretary

The Fayette Association

T. W. POTTER, PH. B., '89	President
O. W. STEVENSON, PH. B., LL. B., '01	Vice-President
Eleanor Garrison, A. B., '13	Secretary

Ladies' Professorship Association

MRS. JOHN W. DICKMAN	President
MRS. H. W. TROY	First Vice-President
MRS. W. C. DENNISTON	Second Vice-President
MRS. CHARLES P. ESTEY	Recording Secretary
MRS. E. B. SCOBEY	Corresponding Secretary
MRS. B. F. SIMONSON	Treasurer

MEMBERS

(In order of seniority of membership)

Mrs. J. W. Bissell; Mrs. A. M. Strong; Mrs. S. B. Warner; Mrs. N. Keasey; Mrs. Luther Waterbury; Miss Abbie Mills; Mrs. J. E. Robertson; Mrs. J. C. Magee; Mrs. A. J. Duncan, M. D.; Mrs. W. A. Hoyt; Mrs. H. Sweet; Mrs. J. E. Budd; Mrs. H. E. Hurd; Mrs. J. L. Paine; Mrs. R. J. Miller; *Mrs. G. Whitney; Mrs. J. H. Boyce; Mrs. W. F. Boyce; Mrs. William Larrabee; Mrs. T. E. Fleming; Mrs. W. W. Peebles; Mrs. C. P. Estey; Mrs. L. C. Dudley; Mrs. J. W. McLean; Mrs. J. W. Dickman; Mrs. J. D. Parker; Mrs. W. B. Stevenson; Mrs. J. O. Hoover; Mrs. P. H. Alderson; Mrs. G. P. Benton; Mrs Mary Carpenter; Mrs. W. N. Clothier; Mrs. W. C. Denniston; Miss Helen Jones; Mrs. F. L. Montgomery; Mrs. J. B. Wyatt; Miss Elizabeth Claxton; *Mrs. G. E. Comstock; Mrs. L. S. Forbes; Mrs. A. J. Hensley; Miss May Jones; Mrs. Finley Smith; Mrs. A. E. Bennett; Mrs. H. F. Beyer; Mrs. E. G. Cattermole; Mrs. J. P. Dolliver; Mrs. F .A. Hoyt; *Mrs. H. M. Maltbie; Mrs. F. X. Miller; Mrs. C. D. Neff; Mrs. G. A. Oliver; Mrs. B. F. Simonson; Mrs. J. E. Wagner; Mrs. Charles Webster; Mrs. J. W. Winston; Mrs. J. R. Woods; Mrs. F. G. Young; Mrs. G. S. Beane; Mrs. H. A. Bender; Mrs. J. H. Budd; Mrs. James Graham; Mrs. W. C. Hilmer; Mrs. J. S. McIntosh; Mrs. T. D. Peterman; Mrs. Vida Smith Brown; Mrs. Q. C. Babcock; Mrs. E. V. Claypool; Mrs. William Dickman; Mrs. G. C. Fort; Mrs. A. E. Whitney; Mrs. W. A. Shanklin; Mrs. O. C. Cole; Mrs. W. H. Smith; Mrs. John Dorman; Mrs J. E. Moore; Mrs. F. S. Walker; Mrs. E. B. Scobey; Mrs. Charlotte Horner; Mrs. F. J. Ressler; Mrs. Dean Sweet; Mrs. C. R. Carpenter; Miss Charlotte H. Davis; Mrs. W. H. Klemme; Mrs. F. H. Sanderson; Mrs. Locke Arnold Shanklin; Miss Mary Arnold Shanklin; Mrs. J. R. Caffyn; Mrs. James Claxton; Mrs. N. F. Norton; Mrs. Austin Fox; Mrs. Minnie Shade; Mrs. S. S. Wright; Mrs. B. F. Adams; Miss Jessica E. Magee; Mrs. P. N. Dwello; Miss Adeline Graham; Mrs. Cecelia Elwick; Mrs. Ursula Robinson; Mrs. Myra Carrothers; Mrs. L. H. Turner; Mrs. Julia Cary; Mrs. Mary E. Watson; Mrs. Mary Klemme Ferguson; Mrs. C. A. Douglas; Mrs. M. A. Pooler; Mrs. J. F. Cass; Mrs. T. H. Temple; Mrs. John Doughty; Mrs. Marjory McCrimmon; Mrs. Inez M. West; Mrs. E. A. Crawford; Mrs. R. E. Farrand; Mrs. C. C. Dickman; Mrs. H. W. Dickman; Mrs. R. V. Porter; Mrs. Hattie Robbins; Miss Mary Foxwell; Mrs. A. B. Reif; Mrs. T. J. Durant; Mrs. F. H. Hill; Mrs. Sarah Richards; Miss Mary Hatch; Mrs. B. W. Soper; Mrs. B. Dubbert; Mrs. T. J. B. Robinson; Mrs. Lois Magee Snider; Mrs. W. G. Crowder; Mrs Jennie Eighmey; Mrs. P. H. Anderson; Mrs. C. E. Smith; Mrs. J. B. Bird; Mrs. E. A. Welden; Mrs. Lucy Wingate; Mrs. Margaret C. Carter; Mrs. Della Maltby; Mrs. Ada Reed; Mrs. F. E. Nash; Mrs. Martha Comstock; Mrs. E. D. Hull; Mrs. J. E. Johnson; Mrs. G. H. Kennedy; Mrs. Sarah P Bailey; Mrs. Lillian McCook; Mrs. Ida E. Ellison; Mrs.

Marion Delop; Mrs. Etta Nourse; Mrs. G. O. Clapham; Mrs. Mabel M. Smith; Mrs. F. P. Fox; Mrs. Nettie M. Wesp; Mrs. Eva Moldenhauer; Mrs. Charles Burmaster; Mrs. E. A. Meyers; Mrs. Bessie A. Bellows; Miss Mary C. Anderson; Mrs. D. E. Wager; Mrs. Robert Duncan; Mrs. William Galbreth; Mrs. F. P. Shaffer; Mrs. W. C. Gardner; Mrs. John Ellison; Mrs. Mary Russell; Mrs. J. C. Erb; Mrs. A. E. Conrad; Mrs. Hattie Piper; Mrs. L. N. Greene; Mrs. Chas. Hausner; Mrs. Ada L. Folks; Mrs. E. A. Lang; Mrs. Thomas Gates; Mrs. N. J. Ashbaugh; Mrs. S. A. Sylvester; Mrs. A. W. Smith; Mrs. H. W. Troy; Mrs. Grace M. Cook; Miss Alexandra J. Duncan; Mrs. S. B. Lattner; Mrs. H. F. Arnold; Miss M. M. Tutt; Mrs. Belle B. McGoon; Mrs. W. H. Beacom; Mrs. Ida M. Gutches; *Mrs. Elizabeth Roberts; Mrs. Charles F. Pye; Mrs. A. T. Nierling; Mrs. Louie E. Elwood; Mrs. Flora K. Burling; Miss Hattie McCarthy; Mrs. A. H. Thompson; Mrs. James Davis; Mrs. Anna Young; Miss Lucy Parker; Mrs. A. M. Doughty; Mrs. J. E. Kernahan; Mrs. Martha A. Elphic; Mrs. John W. Shirley; Mrs. A. L. Evans; Mrs. R. F. Shirley; Mrs. H. C. Patterson; Mrs. C. Downing; Mrs. Isaac Cunningham; Mrs. Margaret E. Herwig; Mrs. M. E. Geiser; Mrs. Adam Shafer; Mrs. Guy West Wilson; Mrs. George Rathbun; Mrs. D. C. Rathbun; Mrs. Emma Patterson; Mrs. Kate A. Hall; Mrs. D. W. Chittenden; Mrs. Carrie Albee; Mrs. Hugh Scott; Mrs. George Beacom; Miss Vina Ashbaugh; Mrs. Emma Cray Sherwood; Mrs. Mattie E. Smith; Mrs. Marion G. Morehouse; Mrs. M. K. Culver; Mrs. J. M. Dorman; Mrs. Nettie Adams; Mrs. Allie B. Stone; Mrs. Leola G. Tracy; Mrs. Nora Graf; Mrs Elma D. Holbert; Mrs. Gertrude Graves Cole; Mrs. Mary O. Dennis; Mrs. Anna T. Holm; Mrs. John K. Jackson; Mrs. C. L. Pooler; Mrs. Ethel Wayman; Mrs. J. L. Zoller; Miss Minnie A. Reed; Mrs. Fannie Parker Himes; Mrs. C. S. Tireman; Mrs. Myrta C. Burdick; *Miss Mary E. Grow; Mrs. Myra Bindenberger; Mrs. W. B. Davis; Mrs. P. S. Banning; Mrs. H. J. Baker; Mrs. M. E. Taylor; Mrs. Emma R. Colgrove; Mrs. M. E. Twitchell; Mrs. Mary G. Hoyt; Mrs. Ida M. Snowden; Mrs. L. J. Ayer; Mrs. C. A. Moody; Mrs. Charles M. Stuart; Mrs. D. M. Parker; Mrs. W. K. Humphrey; Mrs. R. W. Cooper; Mrs. E. O. Heuse; Mrs. Frank J. Davis; Mrs. William Baker; Miss Jennie Baker; Mrs. H. I. Robinson; Mrs. I. E. Hoogner; Mrs. R. W. Baker; Mrs. Fred E. Finch; Mrs. George S. Hartman; Mrs. R. D. McCarthy; Miss Eleanor Garrison; Mrs. A. F. Dellit; Mrs. S. A. Guiles.

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*Deceased during the year.

ACCREDITED SCHOOLS

Below is printed the list of High Schools whose work is accredited by the Committee on Secondary School Relations.

Graduates of these High Schools may be classed as unconditional Freshmen upon the presentation of the proper certificate showing the completion of not less than thirty semester credits in studies acceptable to the College.

Graduates lacking one or two of the required semester credits may be classed as conditioned Freshmen at the opening of the College year, the condition to be made up as soon as possible after entrance. No one can be admitted to the Freshmen class with less than twenty-eight semester credits.

Ackley
Adair
Adel
Afton
Agency
Albie
Alden
Algona
Allerton
Alta
Alton
Ames
Anamosa
Anita
Atlantic
Audubon
Aurelia
Avoca
Bancroft
Battle Creek
Bayard
Bedford
Belle Plaine
Bellevue
Belmond
Blairstown
Blockton
Bloomfield
Boone
Brighton
Britt
Brooklyn
Buffalo Center
Burlington
Burt
Calmar
Carroll
Castana
Cedar Falls
Cedar Rapids
Centerville
Center Point
Central City
Chariton
Charles City
Charter Oak
Cherokee
Cincinnati
Clarinda
Clarksville
Clarence
Clarion
Clearfield
Clear Lake
Clinton
Coggon
Colfax
College Springs
Columbus Junction
Colo
Conrad
Coon Rapids
Corning
Correctionville
Corydon
Council Bluffs
Cresco
Creston
Cumberland
Dallas Center
Danbury
Davenport
Dayton
Decorah
Deep River
Denmark
Denison
Des Moines
East
North
West
De Witt
Dexter
Dows
Dubuque
Dunlap
Dysart
Eagle Grove
Earlham
Eddyville
Eldon
Eldora
Elkador
Elliott
Emerson
Emmetsburg
Essex
Estherville
Everly
Exira
Fairfield
Farmington
Farragut
Fayette

Fonda
Forest City
Fort Dodge
Fort Madison
Galva
Garden Grove
Garner
Gilmore City
Gladbrook
Glenwood
Glidden
Grand Junction
Greene
Greenfield
Griswold
Grinnell
Grundy Center
Guthrie Center
Guttenburg
Hamburg
Hampton
Harlan
Hartley
Hawarden
Hedrick
Hiteman
Holstein
Hopkinton
Hubbard
Hull
Humboldt
Humeston
Ida Grove
Independence
Indianola
Inwood
Iowa City
Iowa Falls
Ireton
Jefferson
Jewell
Keokuk
Keosauqua
Keota
Kingsley
Knoxville
Lake City
Lake Park
Lake Mills
Larchwood
Lamoni
Lansing
La Porte City
Laurens
Lehigh
Le Mars
Lenox
Leon
Lisbon
Livermore
Logan
Luverne
Lyons
Malvern
Manchester
Manilla
Manning
Manson
Mapleton
Maquoketa
Marathon
Marcus
Marengo
Marion
Marshalltown
Mason City
McGregor
Mechanicsville
Mediapolis
Milford
Missouri Valley
Modamin
Monona
Monroe
Montezuma
Monticello
Morning Sun
Moulton
Mt. Ayr
Mt. Pleasant
Mt. Vernon
Murray
Muscatine
Nashua
Neola
Nevada
Newell
New Hampton
New London
New Providence
New Sharon
Newton
Nora Springs
North English
Northwood
Oakland
Odebolt
Oelwein
Ogden
Olin
Onawa
Orange City
Orient
Osage
Osceola
Oskaloosa
Ottumwa
Oxford
Panora
Parkersburg
Paullina
Pella
Perry
Pocahontas
Pomeroy
Postville
Prairie City
Preston
Primghar
Radcliffe
Randolph
Red Oak
Reinbeck
Riceville
Riverton
Rock Rapids
Rockford
Rock Valley
Rockwell City
Roland
Rolfe
Ruthven

Sabula
Sac City
Salem
Salix
Sanborn
Schaller
Seymour
Sheffield
Shelby
Sheldon
Shell Rock
Shenandoah
Sibley
Sidney
Sigourney
Sioux City
Sioux Center
Sioux Rapids
Sloan
Spencer
Spirit Lake
Springville
Stanton
St. Ansgar
Stanwood
State Center
Storm Lake
Story City
Strawberry Point
Stuart
Sumner
Sutherland
Tabor
Tama
Tipton
Toleda
Traer
Union
University Park
Ute
Vail
Valley Junction
Victor
Villisca
Vinton
Walker
Walnut
Wapello
Washington
Waterloo
East
West
Waukon
Waverly
Webster City
Wellman
West Bend
West Branch
West Liberty
West Side
West Union
What Cheer
Whiting
Williamsburg
Wilton
Winfield
Winterset
Woodbine

FULLY ACCREDITED PRIVATE SCHOOLS AND ACADEMIES

Cathedral School, Sioux City.
Cedar Valley Seminary, Osage.
Central Holiness Academy, University Park.
Denison Normal School, Denison.
Ellsworth Academy, Iowa Falls.
Grand View Academy, Des Moines.
Guthrie County High School, Panora.
Iowa City Academy, Iowa City.
Jewell Lutheran College, Jewell.
Lenox College Academy, Hopkinton.
Mt. St. Joseph's Academy, Dubuque.
Mt. St. Claire Academy, Clinton.
North Western Classical Academy, Orange City.
Parsons' College Academy, Fairfield
Penn College Academy, Oskaloosa.
St. Ambrose College Academy, Davenport.
St. Joseph's Academy, Des Moines.
St. John's School, Des Moines.
St. John's Parochial School, Bancroft.
St. Joseph's Academy, Dubuque.
St. Joseph's High School, Dubuque.
St. Katherine's School, Davenport.
St. Mary's High School, Iowa City.
St. Patrick's High School, Iowa City.
St. Peter's School, Keokuk.
State Teachers College, H. S., Cedar Falls.
Tilford Academy, Vinton.
Wartburg College Academy, Waverly.
Waldorf College, Forest City.
Western Union College Academy, Le Mars.
Woodbine Normal, Woodbine.

REGISTER OF STUDENTS

In Attendance Between June 11, 1915, and June 9, 1916

COLLEGE OF- LIBERAL ARTS

GRADUATE STUDENTS

Miller, H. E.	Decorah
Pye, Chas. F.	Waukon
Jack, Pearl	Waukon

SENIORS

Anderson, Geneva Caroline	Lime Springs
Atkinson, Emeline L.	Sheffield
Baskerville, Maude J.	Earlville
Buhlman, Harold Linn	Fayette
Carter, Edna Margaret	Fayette
Carrothers, Chester	Fayette
Cooper, Hermann	Fayette
Crouse, Frank E.	Ossian
Davis, Paul Everett	Fayette
Day, Inez I.	Fayette
Day, Gladys H.	Fayette
Denniston, Donald William	Fayette
Dye, Wenonah	Fayette
Eelkema, Herman H.	Tripoli
Hungerford, Louis N.	Fayette
Hungerford, Laurence D.	Fayette
Littelle, Harold A.	Fayette
Lockwood, Pearl N.	Fayette
Mastin, Fred Earl	Monticello
Mitchell, Jethro F.	Maynard
Parker, Hugh K.	Fayette
Paul, Cora Helen	Arlington
Rabe, Emma	Alta Vista
Scott, Elizabeth	Fayette
Smith, Theressa M.	Fayette
Taudvin, Sara K.	Providence, R. I.
Teasdale, Ray D.	Strawberry Pt.
Wooldridge, Earle A.	Edgewood
Young, Ruth	Fayette
Young, Keen	Fayette

UPPER IOWA UNIVERSITY

JUNIORS

Carter, Dora Frances	Hesper
Casper, Lois Marie	Riceville
Cooper, Agnes	Masonville
Cooper, Marvel	Masonville
Culver, Rush A.	St. Ansgar
Evans, Ruth	Maynard
Evans, Carleton	Maynard
Hewett, Charles	Lime Springs
Holden, Nellie	Plymouth
Holden, Emma	Plymouth
Humiston, Albert	Fayette
Hunt, R. Jean	Fayette
Miller, Margaret	Fayette
Moore, Forest	West Union
Nagel, Paul	Lime Springs
Newton, Mary	Fayette
Parker, Dorothy	Fayette
Pember, Gladys	Maynard
Potter, George H.	Fayette
Prescott, Augustus	Lime Springs
Schaper, Walter C.	Charles City
Simar, Harold	Fayette
Tireman, Loyd	Fayette
Wooldridge, Raymond	Edgewood

SOPHOMORES

Baker, Doris	Farley
Berg, Florence	Elgin
Beyer, Claude	Edgewood
Bray, Chalmer	Fayette
Brown, Paul	Cresco
Buhlman, Blanche	Fayette
Burget, Thelma	Fayette
Butler, Wm. E.	Fayette
Cerney, Eva F.	Manly
Davis, Bessie	Randalia
Dickman, Zinita	Sumner
Eelkema, Emil	Tripoli
Elwood, Dale	Elma
Evans, Anna	Decorah
Finch, Mildred	Fayette
Graham, Adeline	West Union
Grundeland, Viola	West Union
Gue, Ruth	Lime Springs
Hartman, Lavon	Fayette

Harvey, Walter	Fayette
Jones, Herbert	Lime Springs
Julian, Robert	Charles City
Lang, Anna May	Arlington
Leamon, Naomi V.	Manchester
Lockwood, Zinita	Fayette
Lowe, Arthur	Volga
McClarrinon, Eva	Arlington
Meyer, Florence	Calmar
Minkler, Marjorie	Edgewood
Moore, Gladys	Fayette
Moore, Eva	Fayette
Newcomer, Ella	Fayette
Peterson, Pearl	Washington
Prescott, Kenneth	Plymouth
Quirk, Anne	Lawler
Rabe, Mabel	Alta Vista
Robbins, Edward	Fayette
Robinson, Viola	Fayette
Robinson, Bess	Fayette
Rueggenmeier, Mae	Waukon
Smith, Nettie	Lime Springs
Smith, Nathan	Fayette
Snover, Warren	Edgewood
Soule, Leigh	Nora Springs
Swales, Florence	Fayette
Troy, Helen	Fayette
Wallace, Roy	Fayette
Walker, Waldo	Fayette
Woodard, George B.	West Union

FRESHMEN

Adams, Edith	Edgewood
Armstrong, Harry	Plymouth
Baily, Presley Geo.	Postville
Barr, Helen	Fayette
Belding, Paul	Waucoma
Bortner, George	Hawkeye
Camp, Donald	West Union
Campbell, Alice	Arlington
Carrothers, Wilson	Fayette
Carrothers, Ranald	Fayette
Chehock, Edward	Plymouth
Cooper, Edwin	Fayette
Curran, Lela C.	Charles City
Elwood, Lois	Lime Springs

Florine, Frank	Cuba City, Wis.
Florine, Ruth	Cuba City, Wis.
Gjedrem, Carl	Houston, Minn.
Hale, Edith	Fayette
Halver, Dale	Le Roy, Minn.
Harvey, James	Fayette
Henkes, Christine	Farmersburg
Higman, Jessie B.	Manchester
Hoffman, F. O.	Fayette
Horton, Vincent	Lime Springs
Humphry, Ralph	Fayette
Hunt, Elizabeth	Fredericksburg
Jones, Jessie	Fayette
Keil, Louis	Fayette
Lewis, Elizabeth	Waukon
Letich, Clement	Epworth
Littelle, Mildred K.	Fayette
Maxson, Irma	Edgewood
Manuel, Samuel	Fayette
Maxfield, Miles	Le Roy, Minn.
Menzel, Raymond	Hazleton
Meskell, Loretta	West Union
Meyer, Raymond A.	Oelwein
Noble, Maud	Fayette
Older, Mildred	Fayette
Opperman, Clara	Strawberry Pt.
Otley, Florence	Fayette
Paine, Samuel Collins	Fayette
Paine, Miriam	Fayette
Phillips, Mary	Postville
Pratt, Floyd	Manchester
Probasco, Herbert	Arlington
Ressler, Ivan	Fayette
Reusser, Fred	Elgin
Riley, Margaret	Donnan Jct.
Riley, Anna	Donnan Jct.
Roberts, John	Ostrander, Minn.
Roberts, Archie	West Union
Shapley, Sylvia	Floyd
Smith, Marjorie O'Byrne	Fayette
Smith, Bessie	Bonair
Smith, Horace	Fayette
Sorg, Luella E.	Hawkeye
Sorg, Idella M.	Hawkeye
Stone, Elizabeth	Hawkeye
Tidgewell, Lylah	Elma
Whipple, Ruth	Fayette

IRREGULAR-COLLEGIATES

Hoffman, Anna F.	Fayette
Hillman, F. O.	Fayette
Hillman, Mabel B.	Fayette

SUB-COLLEGIATES

Adams, O. D.	Volga
Anderson, Lillian May	Ossian
Cook, Ward	Fayette
Day, Darlene	Sumner
Denton, Nixson	Manchester
Embretson, Philmon	St. Olaf
Holscher, Laurena Selma	Earlville
Reusser, Lydia	Elgin
Reusser, Walter	Elgin
Servoss, Gail	Fayette
Stone, Leonora	Hawkeye
Troy, Horace	Fayette
Upton, Henry	Fayette
Yearous, Mildred	Elgin

SCHOOL OF MUSIC

Instrumental

POST GRADUATES

Rabe, Emalyn Ida	Alta Vista
Roberts, Leah Olive	Fayette

SENIORS

Berg, Florence Mildred	Elgin
Burkhart, Hazel E.	Hawkeye
Peterson, Pearl Marguerite	Washington
Rabe, Mabel L.	Alta Vista
Waltz, Marguerite R.	Madison
	Ind.

JUNIORS

Baker, Doris Edna	Farley
Hill, Marjorie E.	Fayette
Webster, Hallie Mae	Fayette
Wier, Anton F.	Hawkeye
Wiley, Ella G.	Edgewood

IRREGULAR JUNIORS

Bills, Freda	Fayette
Burget, Thelma	Fayette
Cook, Lois Clara	Fayette
Dickman, Zinita	Sumner
Platt, Helen Verda	Fayette
Rueggenmeier Mae Esther	Waukon
Stone, J. Elizabeth	Waucoma
Tireman, Loyd Spencer	Fayette

SUB-JUNIORS

Anderson, Lillian May.....Ossian
Bills, Bessie Mildred.....Fayette
Brown, Doris .....Fayette
Camp, Donald Evans... West Union
Clothier, Roberta..... Fayette
Davis, Leta M. .....Fayetta
Davis, Lota Bessie .....Randalia
Davis, Oakley .....Lima
Day, Darlene Avon .....Sumner
Day, Gladys H. .....Fayette
Dickman, Lucile .....Fayette
Dickman, Milo ....Fayette
Elwood, Lois .....Lime Springs
Evans, Ruth Mary ....Fayette
Florine, Ruth June .....Cuba
....City, Wis.
Gitchell, Hilda .....Arlington
Hale, Mildred .....Fayette
Hillman, Mabel B. .....Fayette
Holscher, Laurena Selma.....
..... Earlville
Hoogner, Marjorie .....Fayette
Hoyt, Marjorie Winifred,Fayette
Hummiston, Ted .....Fayette
Hunt, Ruby Emogene .....Fayette
Kimpston, Kathryn .....Fayette
Lease, Edna .....Fayette
Lease, Pearl .....Fayette
Lewis, Elizabeth May .....Waukon
Manuel, Samuel T. Jr. .....Fayette
McLean, Harriet L.....
.....Snowhomish, Wash.
Miller, Margaret Clark .....Fayette
Ostrander, Edith .....West Union
Parker, Eleanor .....Fayette
Phillips, Mary Alva .....Postville
Potter, George Hensley,.....Fayette
Proctor, Pearl S. .....Fayette
Schafer, L. Hazel .....Fayette
Servoss, Gail Marguerite...Fayette
Smith, Horace Frederick.....Fayette
Smith, Marjorie O'Bryne.....Fayette
Smith, Muriel Belle .....McGregor
Stone, Leonora .....McGregor
Sweet, Helen Elizabeth.....Fayette
Tidgwell, Lylah Marguerite, Elma
Walrath, Lois Irene .....Arlington
Welch, Gladys .....Arlington
Zahrndt, Zello Barbara...Edgewood

PIPE ORGAN

Waltz, Marguerite R...Madison, Ind.

HARMONY

Berg, Florence Mildred .....Elgin
Burget, Thelma .....Fayette
Burkhart, Hazel E. .....Hawkeye
Davis, Leta M. .....Fayette
Davis, Oakley .....Lima
Hill, Marjorie E. .....Fayette
Holscher, Laurena Selma.....
..... Earlville
Hunt, Ruby Emogene .....Fayette
Lewis, Elizabeth May.....Waukon
McLean, Harriet L.....
.....Snowhomish, Wash.
Peterson, Pearl Marguerite.....
.....Washington, Ia.
Potter, George Hensley.....Fayette
Rabe, Mabel L. .....Alta Vista
Rueggenmeier, Mae Esther.....
..... Waukon
Servoss, Gail Marguerite...Fayette
Smith, Muriel Belle .....McGregor
Tireman, Loyd Spencer.....Fayette
Waltz, Marguerite R.....
.....Madison, Ind.
Webster, Hallie Mae .....Fayette
Wiley, Ella G. .....Edgewood

HISTORY OF MUSIC

Berg, Florence Mildred .....Elgin
Burkhart, Hazel E. .....Hawkeye
Holscher, Laurena Selma,Earlville
Hunt, Ruby Emo gene .....Fayette
McLean, Harriet L. .....Snow-
.....homish, Wash.
Miller, Margaret Clark.....Fayette
Peterson, Pearl Marguerite.....
..... Washington
Rabe, Mabel L. .....Alta, Vista
Waltz, Marguerite R., Madison,
..... Ind.

THEORY

Baker, Doris Edna ..... Farley
Berg, Florence Mildred ..... Elgin
Burkhart, Hazel E. ..... Hawkeye
Davis, Leta M. ..... Fayette
Holscher, Laurena Selma, Earlville
Peterson, Pearl Marguerite ..... Washington
Rabe, Mabel L. ..... Alta Vista
Waltz, Marguerite R. ..... Madison,

Voice

GRADUATES IN PUBLIC SCHOOL MUSIC

Miller, Margaret ..... Fayette
Potter, George H. ..... Fayette
Hunt, R. Jean ..... Fayette

VOICE

Adams, O. D. ..... Volga
Anderson, Lillian ..... Ossian
Bray, Chalmer ..... Fayette
Beyer, Claude ..... Edgewood
Campbell, Alice ..... Arlington
Cook, Ward ..... Fayette
Davis, Leta Mae ..... Fayette
Dickman, Zinita ..... Sumner
Hunt, R. Jean ..... Fayette
Julian, Robert ..... Charles City
Lewis, Elizabeth ..... Waukon
Miller, Margaret ..... Fayette
Mitchel, Jethro F. ..... Maynard
Potter, George H. ..... Fayette
Probasco, Herbert S. ..... Arlington
Reusser, Walter ..... Elgin
Ressler, Ivan ..... Fayette
Tidgewell, Lylah ..... Elma
Turner, Ford ..... Fayette
Williams, Rev. ..... Randalia
Waltz, Marguerite ..... Madison, Ind.

VIOLIN

Scobey, Vera ..... Fayette
Riley, Anna ..... Donner Jct.
Opperman, Clara ..... Strawberry Pt.
Pember, Gladys ..... Maynard
Yearous, Mildred ..... Elgin
Zharndt, Zella ..... Edgewood
Lowe, Arthur ..... Volga
Davis, Oakley ..... Lima

SCHOOL OF ORATORY

DRAMATIC ART

Baker, Doris ..... Farley
Cooper, Herman ..... Fayette
Elwood, Dale ..... Elma
Florine, Ruth ..... Cuba City, Wis.
Graham, Adeline ..... West Union
Harvey, James ..... Fayette
Horton, Vincent ..... Lime Springs
Lang, Anna May ..... Arlington
Littelle, Harold ..... Fayette
Littelle, Mildred ..... Fayette
Higman, Jessie ..... Manchester
Moore, Eva ..... Fayette
Pember, Gladys ..... Maynard
Prescott, Augustus, Lime Springs
Probasco, Herbert ..... Arlington
Robbins, Edward ..... Plymouth
Roberts, John ..... Ostrander, Minn.
Scott, Elizabeth ..... Fayette
Servoss, Gail ..... Fayette
Shapley, Sylvia ..... Floyd
Tireman, Loyd ..... Fayette
Woodard, George ..... West Union
Wooldridge, Earle ..... Edgewood

PUBLIC SPEAKING

Adams, O. D. ..... Volga
Baker, Doris ..... Farley
Buhlman, Harold ..... Fayette
Chehock, Edward ..... Plymouth
Davis, Paul ..... Fayette
Hillman, F. O. ..... Fayette
Julian, Robert ..... Charles City
Lang, Anna May ..... Arlington
Mitchell, Jethro F. ..... Maynard
Moore, Forest ..... West Union
Parker, Hugh ..... Fayette
Pratt, Floyd ..... Manchester
Prescott, Kenneth ..... Plymouth
Ressler, Ivan ..... Fayette
Reusser, Walter ..... Elgin
Robbins, Edward ..... Fayette
Roberts, Archie ..... West Union
Schaper, Walter C. ..... Charles City

PRIVATE

Atkinson, Emeline ..... Sheffield
Baker, Doris ..... Farley
Buhlman, Blanche ..... Fayette
Davis, Bessie ..... Randalia
Day, Gladys ..... Fayette
Day, Inez ..... Fayette
Finch, Mildred ..... Fayette
Gitchell, Hilda ..... Arlington
Graham, Adeline ..... West Union
Hastings, Rose ..... Fayette
Hunt, Elizabeth ..... Fredericksburg
Humphrey, Ralph ..... Fayette
Lang, Anna May ..... Arlington
Littelle, Mildred ..... Fayette
Moore, Eva ..... Fayette
Paul, Cora ..... Arlington
Proctor, Kate ..... Fayette
Simars, Harold ..... Fayette
Swales, Florence ..... Fayette
Sweet, Helen ..... Fayette
Welch, Gladys ..... Arlington

ORAL EXPRESSION

Adams, Edith ..... Edgewood
Anderson, Lillian ..... Ossian
Barr, Helen ..... Fayette
Beyer, Claude ..... Edgewood
Buhlman, Blanche ..... Fayette
Baker, Doris ..... Farley
Day, Darlene ..... Sumner
Eelkema, Herman ..... Tripoli
Evans, Anna ..... Decorah
Finch, Mildred ..... Fayette
Grundeland, Viola ..... West Union
Hewett, Charles ..... Lime Springs
Holscher, Lorena ..... Earlville
Lang, Anna May ..... Arlington
Littelle, Mildred ..... Fayette
Lockwood, Pearl ..... Fayette
Lockwood, Zinita ..... Fayette
Maxson, Irma ..... Edgewood
Minkler, Marjorie ..... Edgewood
Moore, Eva ..... Fayette
Newcomer, Ella ..... Fayette
Opperman, Clara, ... Strawberry Pt.
Older, Mildred ..... Fayette
Reusser, Walter ..... Elgin
Snover, Warren ..... Edgewood
Sorg, Luella ..... Hawkeye
Swales, Florence ..... Fayette
Tidgwell, Lilah ..... Elma
Yearous, Mildred ..... Elgin

STORY TELLING

Adams, Edith ..... Edgewood
Barr, Helen ..... Fayette
Day, Darlene ..... Sumner
Evans, Anna ..... Decorah
Elwood, Lois ..... Lime Springs
Graham, Adeline ..... West Union
Grundeland, Viola ..... West Union
Hale, Edith ..... Fayette
Henkes, Christine ..... Farmersburg
Hunt, Elizabeth ..... Fredericksburg
Lewis, Elizabeth ..... Waukon
Maxson, Irma ..... Edgewood
Meskell, Loretta ..... West Union
Noble, Maude ..... Fayette
Rabe, Emma ..... Alta Vista
Reusser, Lydia ..... Elgin
Riley, Anna ..... Donnan Junction
Riley, Marguerite ..... Donnan Jnct.
Sorg, Idella ..... Hawkeye
Sorg, Luella ..... Hawkeye
Swales, Florence ..... Fayette
Tidgwell, Lilah ..... Elma
Whipple, Ruth ..... Fayette
Yearous, Mildred ..... Elgin

REPERTOIRE

Anderson, Lillian ..... Ossian
Baker, Doris ..... Farley
Buhlman, Blanche ..... Fayette
Camp, Donald ..... West Union
Carter, Edna ..... Fayette
Hewett, Charles ..... Lime Springs
Hunt, Elizabeth ..... Fredericksburg
Lang, Anna May ..... Arlington
Lockwood, Pearl ..... Fayette
Meyer, Florence ..... Calmar
Minkler, Marjorie ..... Edgewood
Moore, Eva ..... Fayette
Older, Mildred ..... Fayette
Rueggenmeier, Mae ..... Waukon
Snover, Warren ..... Edgewood
Tidgwell, Lilah ..... Elma

SUMMER SCHOOL

GRADUATE STUDENTS

Cherny, John ..... Independence
Dueker, Ottelia ..... Witchita, Kan.
Miller, H. E. ..... Decorah
Pye, Chas. F. ..... Waukon

COLLEGE

Ammons, Edna ..... Postville
Becher, Carmelia ..... Westgate
Becker, Carl ..... Elkader
Barnes, Mattie A. ..... Lyle, Minn.
Baskerville, Maude ..... Earlville
Bock, Blanche ..... Dubuque
Butler, Wm. E. ..... Fayette
Casper, Lois. ..... Riceville
Carrothers, Chester ..... Fayette
Carter, Edna M. ..... Fayette
Crouse, F. E. ..... Fayette
Davis, Bessie ..... Randalia
Davis, Gertrude ..... Fayette
Dietel, Viola ..... Hawkeye
Doolittle, Mary B. ..... Delhi
Duerdin, Viola ..... Fayette
Dye, Nona ..... Fayette
Eelkema, Herman ..... Tripoli
Evans, Ruth ..... Maynard
Everett, Florence, Strawberry, Pt.
Everett, Genivieve, Strawberry Pt.
Finch, Mildred ..... Fayette
Fussel, Alma ..... Fayette
Gue, Ruth ..... Lime Springs
Hungerford, Rena ..... Fayette
Henkes, Christine ..... Farmersburg
Hackett, Alta. ..... Hawkeye
Harvey, Walter ..... Fayette
Hill, Marjorie ..... Fayette
Jones, Jessie ..... Fayette
Killerlain, Mary ..... Fayette
Kneeland, Mayme ..... Clermont
Kofske, H. B. ..... Ossian
Kolsrud, Agnes ..... Waterville
Leamon, Naomi ..... Manchester
Lockwood, Pearl ..... Oran
Lockwood, Edna ..... Oran
Mahuran, S. A. ..... Hazleton
Malloy, Mae ..... Castalia
Mitchell, J. F. ..... Fayette
Miller, Elsie L. ..... Fayette
Miller, Pearl C. ..... Fayette
Minkler, Marjorie ..... Edgewood
Moore, Gladys ..... Fayette
Moore, Eva ..... Fayette
Noble, Maude ..... Fayette
Noble, Robert ..... Fayette
Older, Mildred ..... Fayette
Paul, Cora ..... Arlington
Parker, Dorothy ..... Fayette
Prescott, Augustus, Lime Springs
Phelps, Isa ..... Manchester
Quirk, Ethel ..... Lawler
Quirk, Anna ..... Lawler
Reusser, Fred ..... Elgin
Reusser, Walter ..... Elgin
Robinson, Viola ..... Fayette
Robbins, Edward ..... Fayette
Rosebrook, Irene ..... Fayette
Swales, Florence ..... Fayette
Swales, John ..... Fayette
Smith, Theresa ..... Fayette
Smith, Marjorie ..... Fayette
Shipton, Addie ..... Clermont
Shipton, Myra ..... Clermont
Scott, Elizabeth ..... Fayette
Shug, Genevieve ..... Strawberry, Pt.
Teesdale, Ray ..... Strawberry, Pt.
Tiffany, A. R. ..... Wabash, Minn.
Thomas, Jennie ..... Maynard
Upton, Elizabeth ..... Fayette
Wagner, Alta ..... Mason City
Winterlin, Anna ..... McGregor
Wooldridge, Earle ..... Edgewood
Young, Ruth ..... Fayette

SPECIAL

GRADUATES IN PUBLIC SCHOOL MUSIC

Bills, Freda ..... Fayette
Clothier, Eloise ..... Fayette
Luce, Edna ..... Fayette
Parker, Blythe ..... Fayette
Rogers, Neva ..... Fayette
Sweet, Helen ..... Fayette
Schmidt, John ..... Fayette
Simonson, Ruth ..... Fayette

NORMAL

Ames, Dollie ..... Decorah
Anderson, Lucy ..... Arlington
Anderson, Ella ..... Prosper
Allman, Leona ..... Manchester
Aitchison, Lucile ..... Cascade
Aitchison, Nellie ..... Cascade
Ammons, Edna ..... Postville
Baumgartner, Ella ..... Elgin
Black, Meda ..... Cresco
Barth, Laura ..... Decorah
Balzell, Mabel ..... McGregor
Baker, Nita ..... Farley
Barr, Helen ..... Randalia
Becher, Carmelia ..... Westgate
Blessin, Hilda ..... Eldorado
Beebe, Florence ..... Arlington
Bakeman, Harriet ..... Elgin
Benson, Janet ..... St. Olaf
Bills, Frieda ..... Fayette
Bills, Mildred ..... Fayette
Briggs, Marretti ..... Fayette
Bittle, Hazel ..... Maynard
Bogart, Olive ..... Hawkeye
Burns, Stella ..... Volga
Bush, Ethel ..... Osterdock
Cahalan, Winifred ..... Clermont
Carolan, Mary ..... Bonair
Caudle, Olive ..... Fayette
Crawford, Lucie ..... Arlington
Christianson, Mary ..... St. Olaf
Costello, Ella ..... Cresco
Conry, Della ..... New Hampton
Connell, Vella ..... Fredericksburg
Corbett, Lavina ..... Onslow
Daniels, Mae ..... McGregor
Davis, Otto ..... Waucoma
Drew, Grace ..... Decorah
Drew, Jennie ..... Decorah
Deetz, Emma ..... Waucoma
Dittmer, Elizabeth ..... Burt
Dittmer, Maylo ..... Earlville
Dittmer, Ruth ..... Earlville
Doolittle, Mary ..... Delhi
Domke, Ervin ..... Fayette
Domke, Laura ..... Fayette
Dutton, Elma ..... Manchester
Duff, Ruth ..... Volga
Dunlap, Dorothy ..... Ryan
Elwell, Alice ..... Riceville
Everett, Pearl ..... Strawberry, Pt.
Everett, Genevieve ..... Strawberry Point
Everett, Florence, Strawberry Pt.
Errington, Gladys ..... McIntyre
Ellingson, Emma ..... Kendallville
Ellingson, Mabel ..... Kendallville
Fay, Pearl ..... Postville
Farrell, Julia ..... Elkador
Feeney, Josephine ..... Volga
Feltis, Mayme ..... Decorah
Frisch, Esther ..... Sumner
Fitzpatrick, Margaret ..... Waterville
Friend, Alice ..... Cresco
Graham, Helen ..... Greeley
Gager, Ada ..... Hawkeye
Gehring, Alma ..... Elgin
Gehring, Mabel ..... Wadena
Gistel, Clara ..... Hopkinton
Grimes, Archie ..... West Union
Gossman, Roy J. ..... Burr Oak
Gordon, Maude ..... Arlington
Goen, Neil ..... Independence
Gullickson, Grace ..... Ridgeway
Gillickson, Charlotte ..... Calmar
Gunderson, Alida ..... Ossian
Harris, Nellie ..... Cresco
Hastings, Rose ..... Fayette
Hanchett, Ruby ..... Hawkeye
Haltmeyer, Adelia ..... McGregor
Healy, Margaret ..... Elma
Henry, Libbie ..... Ithaca, Neb.
Hendrickson, Mabel ..... Decorah
Henkes, Evelyn ..... Farmersburg
Henkes, Christine ..... Farmersburg
Hecht, Nora ..... Hawkeye
Hendrick, Myrtle ..... MeGregor
Horning, Marguerite ..... McGregor
Holmes, Sadie ..... Fayette
Hinman, Grace ..... Luana
Higman, Jessie ..... Manchester
Hover, Alma ..... Decorah
Hull, Alta ..... Hawkeye
Kapha, Elsie ..... Riceville
Kramer, Maude ..... Strawberry Pt.
Kelleher, Marie ..... Clermont
Kelsey, Christine ..... Eldorado
Kennedy, Marie ..... Elma
Keith, Gwendolyn ..... Delhi
Keith, Gwendolyn ..... Delhi
Kelleher, Eva ..... Clermont
Kneeland, Grace ..... Clermont
Kneeland, Mayme ..... Clermont
Kiple, Nelle ..... Elgin
Kimpston, Janet ..... Fayette
Kimpston, Catherine ..... Fayette
Killerlain, Alice ..... Fayette
Killerlain, Mary ..... Fayette
Koestler, Edan ..... Burt
Kurth, Jennie ..... Delhi
Lawson, Lorerea ..... Fayette
Lamka, Lena ..... Fredericksburg
Lane, Nell ..... Masonville

Lensing, Florence ..... Lawler
Lomen, Grace ..... Decorah
Lowe, Verna ..... Hopkinton
Lomen, Olava ..... Ossian
Luers, Raymond ..... Clayton
Luers, Louise ..... Clayton
Mlady, Emma ..... Cresco
McNaul, Addie ..... Fayette
McGhee, Maude ..... Monona
McGary, Loretta ..... Ossian
McGary, Anna ..... Ossian
Minihan, Agnes ..... Volga
Miller, Maude ..... Hawkeye
Meinzer, Eva ..... Burt
Moore, Gladys ..... Sumner
Moore, Deisy ..... Sumner
Morris, Mae ..... Cresco
Moser, Erma ..... Osterdock
Morley, Elmer ..... Elkport
Musser, Blanche ..... Decorah
Nagle, Edith ..... Lime Springs
Nelson, Mary ..... Decorah
Newenswander, Myrtle ..... Fayette
Nicholson, Hazel ..... Ossian
Nicholson, Stacia ..... Ossian
Oakland, Signa ..... Decorah
Owen, Bernice ..... Cresco
O'Brien, Alice ..... Decorah
Olmsted, David ..... Monona
Pape, Erma ..... West Union
Paul, Cora ..... Arlington
Payne, Thelma ..... Fayette
Pratt, Floyd ..... Manchester
Peterson, Hilda ..... Decorah
Pesch, Herbert ..... Clayton
Perry, Madge ..... Cresco
Prior, Gertrude ..... Postville
Phillips, David ..... Center Jnct.
Phillips, Lela ..... Bonair
Pieper, Minnie ..... McGregor
Quirk, Ethel ..... Lawler
Ranney, Laura ..... Maynard
Ritchie, Lillian ..... Westgate
Riley, Margaret ..... Donnan
Ross, Elma ..... Arlington
Roberts, Ina ..... Fayette
Ruen, Kathinka ..... Ossian
Sanaker, Jennie ..... Decorah
Schwartz, Viola ..... Decorah
Swales, John ..... Fayette
Schnack, Earl ..... Elkport
Schaffer, Hazel ..... Fayette
Strausburg, Blanche ..... Fayette
Sheridan, Bernadetta New Hampton
Seim, Ruth ..... Decorah
Steffens, Lena ..... Fayette
Smith, Esther ..... Postville
Smith, Nona ..... Postville
Schlitter, Mayme ..... Decorah
Schlitter, Theressa ..... Decorah
Schmitt, Charlotte ..... Monona
Striem, M. E. ..... Farmersburg
Smith, Loreta ..... Alta Vista
Sorg, Idella ..... Hawkeye
Susie, Jennie ..... Volga
Thelen, Barbara ..... Oelwein
Tipton, Myrtle ..... Lime Springs
Tollefson, Adah ..... Calmar
Tollefson, Stella ..... Calmar
Topel, Clara ..... Postville
Toebben, Esther ..... Burt
Torgeson, Mabel ..... Kensett
Trygg, Amelia ..... McGregor
Ulish, Frank ..... Monona
Vermilya, Richard ..... West Union
Walters, Orpha ..... Arlington
Watts, Gwendolyn ..... Mason City
Walsh, Bernadette ..... Lawler
Wesp, Olive ..... Ionia
Welsh, Leona ..... Turkey, River
West, Lovila ..... Clermont
Wilder, Mabel ..... Fayette
Wickham, Dottie ..... Hawkeye
Williams, Lizzie ..... Decorah
Whipple, Ruth ..... Fayette
White, Laura ..... Clermont
Young, Keene ..... Fayette
Young, Ruth ..... Fayette

VOICE

Burkhart, Mrs. E. R. ..... Hawkeye
Chapman, Lavon ..... Fayette
Coleman, Merle ..... Fayette
Gehring, Carl ..... Fayette
Hunt, R. Jean ..... Fayette
Older, Mildred ..... Fayette
Reusser, Walter ..... Elgin
Riley, Margaret ..... Donnan Jct.
Shaffer, Hazel ..... Fayette
Wilkinson, Miss ..... Fayette

PIANO

Bills, Freda ..... Fayette
Bills, Bessie Mildred ..... Fayette
Burget, Thelma ..... Fayette
Day, Gladys ..... Fayette
Davis, Lota Bessie ..... Randalia
Dietel, Viola Anna ..... Hawkeye
Frisch, Esther ..... Sumner
Hill, Marjorie E. ..... Fayette
Killerlain, Mary Ellen ..... Fayette
Lovrien, Josephine Belle Waucoma
Paul, Cora Helen ..... Arlington
Quirk, Ethel Mary ..... Lawler
Smith, Majorie O'Byrne ..... Fayette
Webster, Hallie Mae ..... Fayette
Wiley, Ella G. ..... Edgewood
Wilcox, Gertrude ..... Arlington
Whipple, Ruth Mildred ..... Fayette

SUMMARY OF STUDENTS

COLLEGE OF LIBERAL ARTS

	Men	Women	Total
Graduate Students	3	1	4
Seniors	15	14	29
Juniors	13	11	24
Sophomores	18	31	49
Freshmen	30	31	61
Irregular College	1	2	3
	80	90	170
Sub-Collegiate Department	6	8	14

MUSIC

Instrumental	8	75	83
Vocal and Stringed Instruments	22	25	47
	30	100	130
School of Oratory	34	57	91
Summer School	38	254	302

Total	707
Names counted more than once	249
Net Total Enrollment	458

The above college enrollment includes only those enrolled in college during the regular academic year, September to June, 1915-16. Summer School college enrollment is not included. There were in the Summer College classes, 30 women and 4 men, not in the regular academic year. From June 1915 to June 1916 there were in all 120 college women and 84 college men, a total of 204 college students.

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